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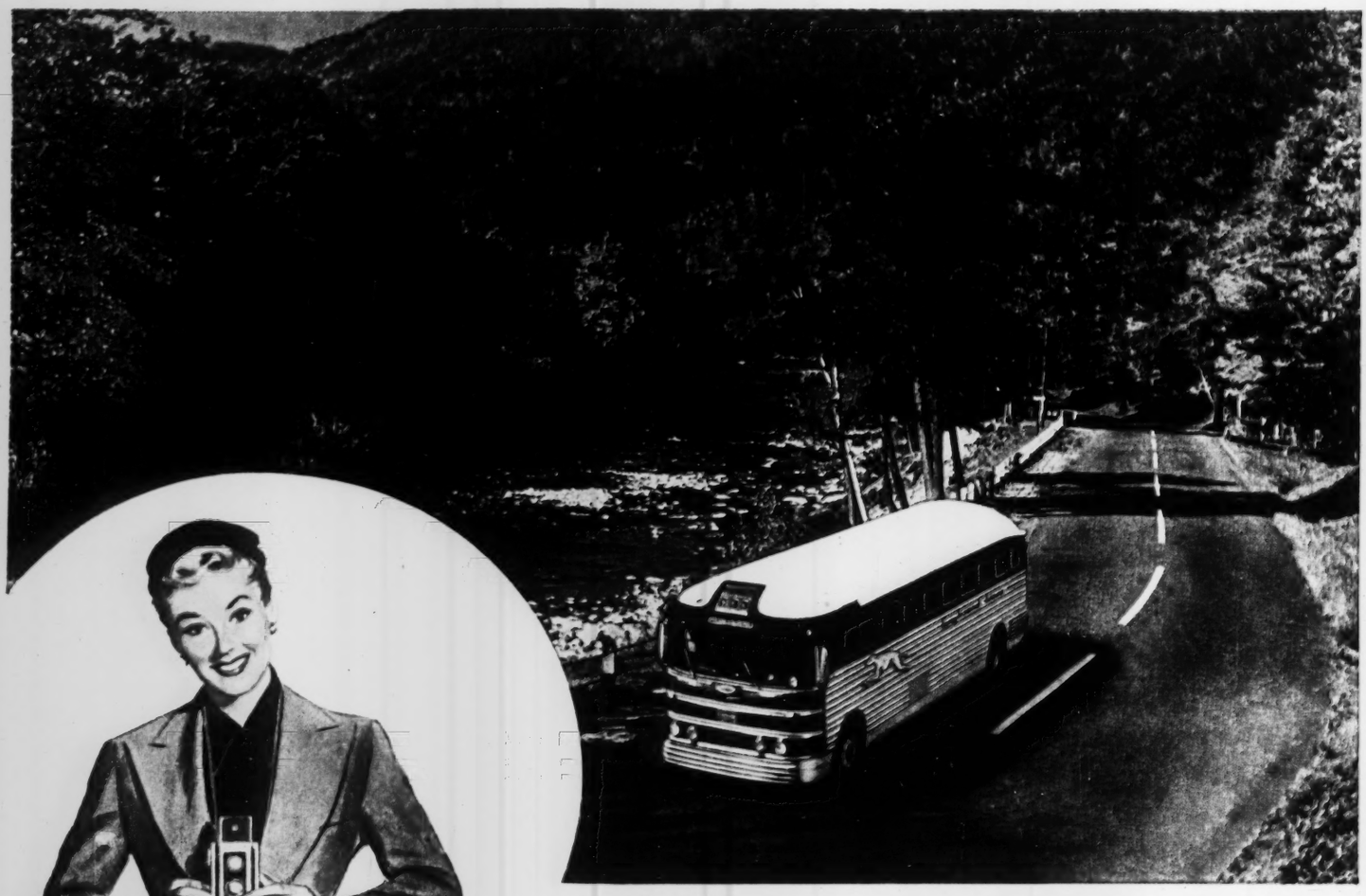

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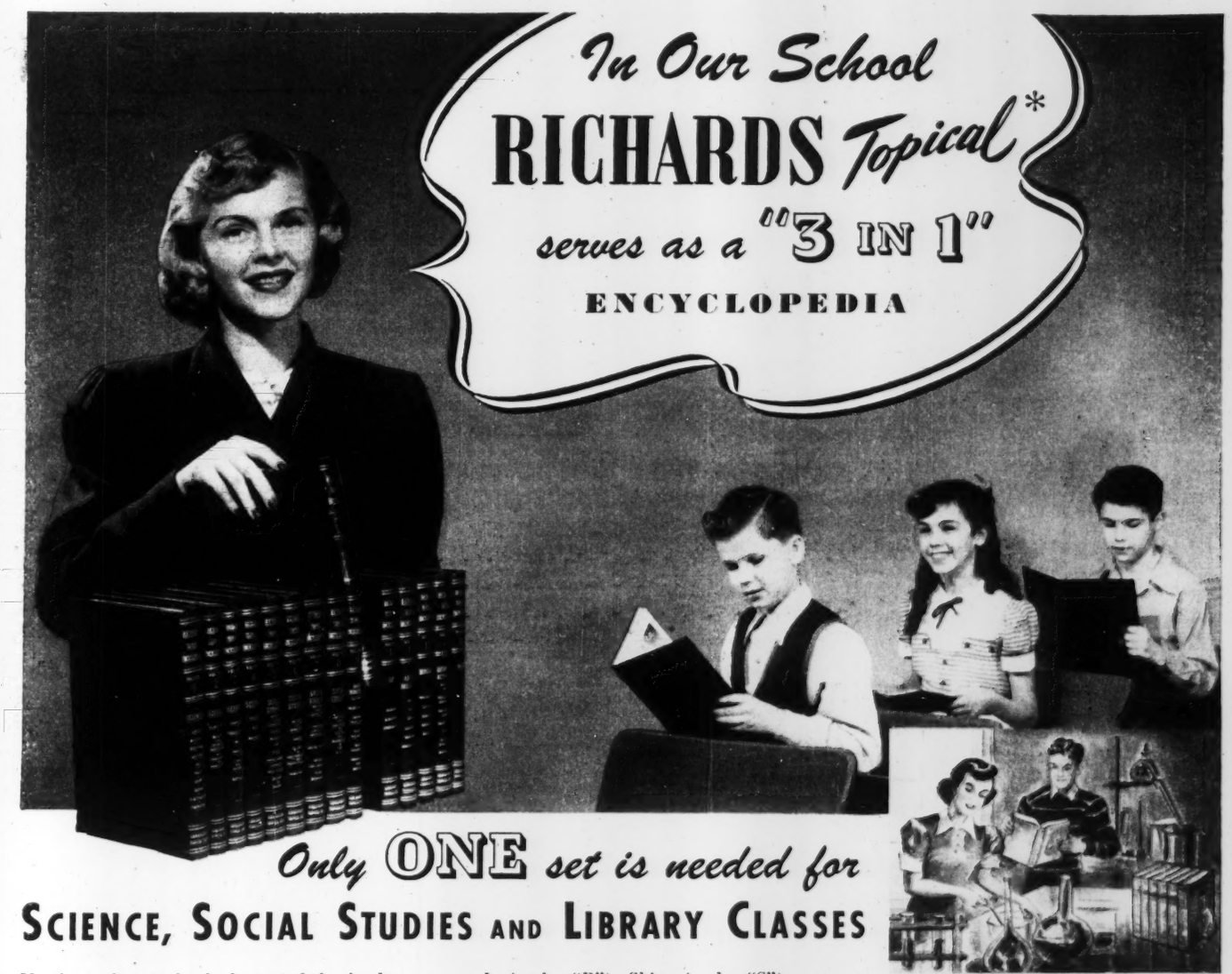

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Full Amount I Still Owe	Paying Per Mo.	To Whom Owing	Address
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$.....	$.....		
$.....	$.....		

FILE INFORMATION ONLY — Please list below relative information for our confidential files

Name of Relative..... (Relationship).....
Street..... Town..... State..... Occup.....

Name of Relative..... (Relationship).....
Street..... Town..... State..... Occup.....

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Street..... Town..... State..... Occup.....

Name of Relative..... (Relationship).....
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The above statements are made for the purpose of securing a loan. I agree that if any loan be completed, the U.S. Mail shall be regarded as my agent.

Sign Full Name Here _____ Street Address.....

Town ..... County..... State.....

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Talking It Over-

Friendly Chats with the Editor

LAST week a young Korean veteran stopped by to say hello, and our conversation turned to geography. "My kid sister asked me what Japan was like," he commented. "She's in third grade, and last spring she learned about 'Japan far across the sea with cherry blossoms, jinrikishas, and parasols.' Somebody needs to get wise," he said, frankly appraising what his sister had learned. We agreed that foreign countries need to be presented physically, politically, and economically, and at not too low a grade level. As a parting shot, he said, "Two and two are still four, but geography sure has changed. It would be a good idea to send teachers to see for themselves." Well, we'd go for that, wouldn't we?

Recently we installed a new two-color press, and like all modern equipment, it goes a-whizzin'. Every man in our pressroom had his eye on operating that press but the most tenacious eyes were those of *Jack McCavick*, one of our oldest pressmen. Jack was right at it from the beginning of the installation, and one night when I was back in the pressroom he was working on an overtime shift. He was too busy to stop to talk, and the press was humming right along. So if you think you can't change to an activity program because you've had a formal one for the past thirty years, I say don't be too sure. Some of our most up-to-date teachers are the older hands in the field. You can be one too!

Irene Cypher, our special A-V advisor, and I had a good get-together at the National Audio-Visual Association convention this past summer, and Arthur Byrnes, *our new film reviewer, joined us for breakfast. He is the director of the Audio-Visual Center at Eastern Illinois State College in Charleston, and I imagine the girls flock to his classes. He's tall, with a crew cut, glasses, bow tie, and eyes with a twinkle, and he has a very keen mind. Starting next month, Dr. Byrnes will make available during the year supplementary sheets to go with his film reviews. I know they will help you in ordering films for the various phases of your school program.*

*Also during the NAVA convention I met two young teachers—*Bill and Iola Threatt—*from California. As business partners in a big venture, Realistic Visual Aids, they are producing study pictures (beautiful sturdy sets of authentic scenes), and later there will be stills in opaque-projector size too.*

The pictures are really tops but the Threatts themselves overshadow their wares. Iola is a primary demonstration teacher and Bill teaches sixth grade. After school they are back to business, which at first was entirely a hand operation in which they pressed the pictures on the family ironing board. Bill photographs all the scenes as well. In between times, they spelled each other through college, and Iola still has one more summer to get her degree. Last year Bill's pupils became interested in ant boxes, and he found himself manufacturing them in addition to the pictures. And as a final indication of a busy existence, the Threatts have two daughters, nine and eleven. The whole family are working together in the picture below. Bill and Iola are extremely enthusiastic about elementary school work, and they seem to be on the road to success.

To me there is a special point in the story of the Threatts, and it's my favorite theme—that in prestige and importance elementary schools are just coming into their own. Elementary teachers are the salt of the earth and can't be matched for enthusiasm in their work. They are adjusting the curriculum to give the school its proper place in the community.

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FILMSTRIPS to Use in the Classroom

Recommended by

IRENE F. CYPHER

Administrative Officer, Film Library, and Associate Professor of Education, New York University

IF IT were possible to conduct a "vocabulary housecleaning session" we should like to eliminate a statement that is all too frequently heard—"We *showed* a filmstrip in class today." To the extent that teachers continue to *show* filmstrips they will continue to find them ineffective. We need to encourage the *use* of filmstrips as a part of the normal learning process; use them at a time when they contribute to a learning situation, and in a way which allows time for viewing, consideration, and ample discussion. Why not join such a campaign? *Stop showing* filmstrips and *start using* them!

***Pat Dowling Pictures*, 1056 S. Robertson Blvd., Los Angeles 35.**

Melos in Staff Town (3 strips in color) presents the events which occur when a small boy visits Staff Town and finds out about the staff, key signatures, pitch, chords, lines, and spaces. Each may be used as a silent filmstrip or presented in conjunction with a 33⅓ rpm record. The narration is simple and clear, and opportunity is provided for pupil participation in group singing. For middle grades. (Silent strips $18.00 per set; $7.00 single strip. Strips with records $32.50 per set; $12.50 single strip.)

***Eye Gate House*, 2716 41st Ave., Long Island City 1, N.Y.**

So much emphasis has been placed on famous men of history that this company has produced "Famous American Women" (9 strips in color). It pays tribute to women who have contributed to the development of our country: Maria Mitchell, Amelia Earhart, Jane Addams, Sacajawea, Clara Barton, Pocahontas, Louisa May Alcott, Harriet Lane, Betsy Ross. For middle-and upper-grade social studies. ($25.00 per set; $4.00 single strip.)

***National Film Board of Canada*, 1270 Avenue of the Americas, New York 20.**

The series "Life in Canada" should give us a better understanding of our neighbor. Titles include *Agriculture*, *Construction*, *Forest Wealth*, *Women at Home*, and *Women at Work*. In each we get a glimpse of people, resources, and activities, and how Canada has built up her cities, farms, and industrial centers. For middle- and upper-grade social studies. ($3.00 single strip.)

***Popular Science Publishing Company*, 353 Fourth Ave., New York 10.**

What Is Color? gives an analysis of the colors in white light; a description of what happens to the colors in a spinning color wheel; an account of how a rainbow is formed; a discussion of colors in a prism; and facts about the primary colors of color television. For upper-grade science and art classes. ($6.00 single strip.)

The filmstrip, *What Are Elements and Compounds?* shows the difference between elements and compounds, the role of electrons, and how a spectroscope is used. It is closely related to subject matter in the science curriculum for upper grades. ($6.00 single strip.)

***Society for Visual Education*, 1345 W. Diversey Parkway, Chicago 14.**

This series, "National Parks of the United States" (4 strips in color), gives information about our national parks. Maps and photographs are interspersed with text frames. Current emphasis on conservation of natural resources will make this set valuable for such lessons, and for social studies in the middle and upper grades. ($18.50 per set; $5.00 single strip.)

Another series, "Your Dictionary and How to Use It" (6 strips in color) uses diagrams, charts, and drawings to show how to find words easily, what words mean, how to make alphabetizing work for you, and how to pronounce words. Use in connection with reading, speech, study habits, and library reference work in middle and upper grades. ($28.50 per set; $5.00 single strip.)

***Young America Films, Inc.*, 18 E. 41st St., New York 17.**

In "Elementary Science Series Set No. 3" the subjects include *Frictional Electricity*, *Water and Its Work*, *All Matter Has Three Forms*, *Air and Its Properties*, *The Thermometer*, and *Why Things Float*. Simple experiments illustrate basic principles, and provide information on which to base other experiments. For middle and upper grades. ($16.50 per set; $3.50 single strip.)

Through the Seasons (4 strips in color) presents the seasonal activities of boys and girls, and changes in plants and animals. We see why winter days are short and cold, why some animals hibernate, and what happens as days begin to lengthen. Autumn, winter, spring, and summer are shown in relation to both rural and urban activities. For kindergarten and primary grades. ($16.50 per set; $5.00 single strip.)

Filmstrip Reference Sheets

Filmstrip Reference Sheets No. 1 and No. 2 are still available. If you would like a copy of one sheet or both, send a stamped, addressed envelope to Dr. Irene F. Cypher, Editorial Department, *The Instructor*, Dansville, N.Y., specifying which you want.

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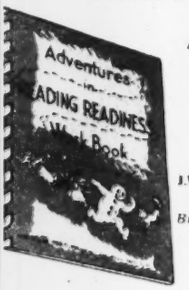

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REVIEWS of *New Records*

ELVA S. DANIELS

Supervisor of Music, Public Schools, Swarthmore, Pennsylvania

OCTOBER is a gay month, filled to the brim with blue skies, tangy apples, and that glad-to-be-alive feeling. Your children are most likely dreaming of Halloween, and planning costumes, parties, and capers. If you would like to add to their fun, purchase Walt Disney's *Trick or Treat* (RCA Victor, WY-2000, 45 rpm, $1.00). The story features Uncle Donald Duck and his refusal to treat his three small nephews. The situation is cleared up by Witch Hazel and her magic brew. The theme song is a snappy little swing number called *Trick or Treat*. Light, and frankly silly, this could fill in very nicely while your class is eating cookies and drinking cider.

If your class is too sophisticated for Mr. Duck, don't forget *Danse Macabre* by Saint-Saens. The stealthy picking of the bass fiddles, the "sour" fiddle being tuned, and the xylophone, so suggestive of skeleton bones, all add up to a Halloween mood. The latest recording is an extended play 45 (RCA Victor, ERA 15, $1.50). It can be used for instrumental study, or for teaching moods in music, and will co-ordinate nicely with an art lesson. On the reverse side is the beloved "On the Trail" by Ferde Grofé. Both compositions are excellent examples of program music, with the stories sketched out on the record folder.

It's nice to have a file of good songs for special days, but it's also a good idea to see that your file is constantly growing. *Fun Fair* (Mercury Childcraft, No. 23, 78 rpm, $1.05) contains five songs for special occasions. "On October 31st" turns out to be the familiar "Hall of the Mountain King" with very clever lyrics, sung with clear diction by a pleasing male voice. "The Farmer" is Schumann's "Happy Farmer," which many of your pupils are probably struggling with on the piano. The Zoo song is Grieg's well-known "Norwegian Dance." All the songs are enhanced by the clever balanced meter of the lyrics.

October can be a good excuse for a twilight hike and a campfire complete with toasted marshmallows. Do your children know the songs that fit the occasion? Some afternoon, before school is dismissed, play *Campfire Songs* (Mercury Childcraft, No. 20, 78 rpm, $1.05) and you can all enjoy singing "Home on the Range." They will probably know "Red River Valley," but will want to learn "Charlie Is My Darling," and "Blow the Man Down." If they like rounds, ask them to listen to the rendition of "Oh, How Lovely Is the Evening." The recording concludes with "Taps."

Rhythm bands are always fun, but the first time the instruments are distributed usually makes teacher wish for four extra arms. Instead of reaching for a large dose of headache powder, let a record help you. *Let's Have a Rhythm Band* (Columbia, MJV-167, 78 rpm, $1.25) begins with a short rendition of "Merrily We Roll Along" played by a real rhythm band. The first to be introduced is the drum. It plays a simple rhythm which sets the pace for a poem about drums, and finally melts right into some music which never drowns out Mr. Drum's steady beat. The same pattern introduces the tambourine, triangle, and cymbals, and in the finale all play together.

After a hectic session with the cymbals and drums, the teacher isn't the only one who needs some peace and quiet! The rest period will be as gentle and peaceful as a summer landscape left over in memory from last summer, if you'll play *Songs for Sleepyheads* (Mercury Childcraft, No. 16, 78 rpm, $1.05). This ten-inch single record seems to bridge the gap between those kindergarten cherubs who were practically babies yesterday and the *big* school children they are today. It presents five little lullabies. Gently sung by a male and female voice, the ever-loved strains of Brahms's "Lullaby" emerge in a brand-new dress of appropriate words. No longer need the little ones wonder what "with roses bedight" means, nor in the case of "Sleep, Baby, Sleep" will the young child wonder why father is out watching sheep. All versions use words that are meaningful to today's child, still preserving the peaceful quiet of the old words.

Ho-hum, don't let anyone catch *you* napping with your head down on the desk!

Where to Get the Records

If records reviewed in this department each month cannot be purchased or ordered from your local record store, you can secure them from either of these two supply houses: Children's Reading Service, 106 Beekman St., New York 38, N.Y. (excellent catalogue classified and graded, $.10), and Educational Services, 1702 K St., N.W., Washington, D.C. (free catalogue).

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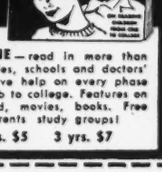

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Magazines for Friendship

THIS year, United Nations Day, October 24, will be celebrated in a unique way. That day will mark the start of a new project, Magazines for Friendship Program. This is a plan whereby individuals and organizations throughout the country can spread the truth about America by sending abroad copies of old magazines published here.

It is hoped that 110 national organizations and 5000 local communities will take an active part in this program. Organized by Professor Albert Croissant of Occidental College, Los Angeles, California, the Magazines for Friendship Program is a major project of the United States Committee for United Nations Day.

Teachers who wish to have their classes take part in this program should contact their local UN Day Committee or write to Magazines for Friendship, Occidental College, Los Angeles 41, California.

A New Magazine

IN SEPTEMBER this year, elementary schools saw the beginning of a new magazine. It was *Picture Parade,* which its producers describe as "the first educational comic-type magazine for the exclusive use of the elementary school."

Teachers were asked for suggestions regarding subjects which they thought should be included in such a publication and these recommendations were given careful consideration by the publishers. Each issue will be devoted to one subject. The September issue was on Atomic Energy.

The Gilberton Company reports that many inquiries and extensive tests were made to establish an editorial policy. The magazine is set in type which is similar to that in third- and fourth-grade readers.

We received and examined the first issue of *Picture Parade.* On the whole, we feel that it will appeal to elementary children and may act to stimulate slow readers. The material is undoubtedly accurate and authentically prepared. The art work is typical of most comic-type publications but is entirely free of sensationalism. The magazine is printed on paper similar to newsprint with a fairly good color treatment.

Picture Parade is published each month from September to May. It is sold on a group subscription basis for classroom groups only. Each month copies for the group, with a teacher's guide, will be sent to one address. Subscriptions: $.80 each in groups of fewer than 20; $.75 each in groups of 20 or more. Address: Gilberton Co., Inc., 101 Fifth Ave., New York 3, N.Y.

SPECIAL EVENTS

Oct. 4-10—Fire Prevention Week
Oct. 12—Canadian Thanksgiving Day; Columbus Day
Oct. 18-24—UN Week
Oct. 27—Girl Scout Week
Oct. 31—Halloween

Thank-You CONTEST

Vote for your favorite October item! For rules, see September issue, p. 15. Final date: Oct. 15, 1953. Address: October Thank-You Contest, THE INSTRUCTOR.

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Books for Children

REVIEWED BY Christine Gilbert

Director of Curriculum and Public Relations, Public Schools, Manhasset, Long Island, New York

MADELINE'S RESCUE

Story and pictures by Ludwig Bemelmans

All of those who remember Madeline with great affection will want to have this story of her rescue. This time, when Madeline went walking along the Seine with Miss Clavel, she slipped and fell in. The pictures and rhyme are just as delightful as in the first book.

Ages 4–8 — *The Viking Press; $3.00*

A HERO BY MISTAKE

By Anita Brenner; illustrated by Jean Charlot

Who ever heard of a frightened Indian? But Dionisio was very much afraid, and he was an Indian from Mexico. But when he learned that people thought him brave, he learned to act bravely.

Ages 5–9 — *William R. Scott, Inc.; $2.00*

GETTING TO KNOW KOREA

Written and illustrated by Regina Tor

Korea is so important in the news today that it is good to have a book about the country and its people and their way of life. The illustrations and index add to its usefulness.

Ages 8–10 — *Coward-McCann, Inc.; $2.25*

THE SUN

By Herbert S. Zim; illustrated by Larry Kettelkamp

This is the twelfth in Dr. Zim's series of science books. Some of the volumes deal with animal life and the remainder with natural phenomena. All are simply written, simply presented, profusely illustrated, and well liked by children.

Ages 8–11 — *William Morrow & Co.; $2.00*

AMOS, THE BEAGLE WITH A PLAN

By John Parke; illustrated by Kurt Wiese

Amos wanted only two things, a comfortable home and a family who would go for walks and give him the opportunity to chase rabbits. How the spunky little dog solved his problems will endear him to readers.

Ages 8–12 — *Pantheon Books Inc.; $2.50*

JOHNNY TEXAS ON THE SAN ANTONIO ROAD

By Carol Hoff; illustrated by Earl Sherwan

Johnny Texas and his dog, Pud, set out with an ox team on a 600-mile journey on the old San Antonio road to deliver a load of corn meal to Mexico in the 1830's. Johnny's adventures will thrill young people of today.

Ages 9–13 — *Wilcox and Follett Co.; $2.95*

UNITED NATIONS, N.Y.

By Dorothy Sterling; photographs by Myron Ehrenberg

The United Nations buildings give New Yorkers and all visitors a feeling of intense pride in the magnificent structure and in the co-operative efforts which go into the vast undertaking of the United Nations. Through excellent photographs and simple text, the various departments are described.

Ages 8–14 — *Doubleday & Co., Inc.; $2.50*

STORIES OF THE SEA

Selected by Phyllis R. Fenner; illustrated by Kurt Werth

Boys and girls are sure to find stories to suit their taste in this collection of famous stories of the sea. There are excerpts from *Kon-Tiki* and *The Mutiny on the Bounty* as well as many other stories.

Ages 10–14 — *Alfred A. Knopf Co.; $3.00*

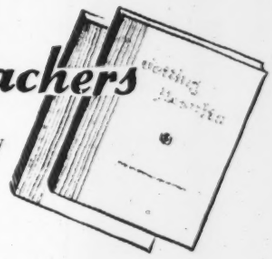
CAPTAIN RAMSAY'S DAUGHTER

By Elizabeth Fraser Torjesen; illustrated by Adrienne Adams

Nantucket in whaling days is the setting for this story of Jeannie and her family who were left alone when the "Lady Bess," her father's schooner, was shipwrecked. Jeannie was given an opportunity to prove herself when she was entrusted with carrying a valuable package containing ambergris to Boston.

Ages 9–14 — *Lothrop, Lee & Shepard Co., Inc.; $2.50*

Books for Teachers



REVIEWED BY Ruth M. Northway

Elementary Principal, Central School, Springville, New York

School Texts

BROAD STREETS

By Clifford L. Brownell and Ruth Evans

This attractive text for fifth-graders in the "ABC Health Series" describes, in narrative style, Joe's health adventures. The usual topics of health habits, rest, exercise, body care, dental health, and safety hints are woven into stories which also emphasize mental health. Color illustrations clarify content. *American Book Co.; $1.96*

DEVELOPMENTAL READING SERIES

By Guy Bond, Grace Adler, Marie Cuddy, and Kathleen Wise

In grades three through six of this series, the publishers have produced "Companion Readers." These are simplified versions of the regular edition with the same covers, tables, pictures, content, and interest level. This makes it possible for all children to participate in all class reading work and activities related to it. A trial sample is available at no charge. *Lyons and Carnahan; $1.84 to $2.20*

HEAR ME READ

By Anna D. Cordts

"Functional phonetics" is the author's name for this material which gives cues for "unlocking" words. The usual phonetic abilities to be developed in the primary grades are discussed with pictures and exercises. *Beckley-Cardy Co.; $1.68*

MACMILLAN SOCIAL-STUDIES SERIES

By Prudence Cutright, W. W. Charters, and Mae Knight Clark

This series of four "Living Together" books for grades one to four presents ten aspects of social living. Important life activities are represented, including communication, conservation, government, and group living. Frequent use is made of the story method. Brief biographical sketches, challenging photographs, color maps, and illustrated charts help the child to visualize ideas. Exercises and projects emphasize the child's use of knowledge gained. *The Macmillan Co.; $1.80; $1.92; $2.32; $2.72*

Professional Books

STUDYING THE UN

By Leonard S. Kenworthy

This 45-page booklet presents a chart of the structure of the United Nations, aspects of its various specialized agencies which should be stressed, methods and materials for teachers, and audio-visual materials which will be helpful for use in study groups.
The author, Brooklyn College, Brooklyn 10, N. Y.; $.60

SUPERVISION AS HUMAN RELATIONS

By John A. Bartky

In this volume supervision is defined as "a human relations study which examines the interplay of the teacher-supervisor personalities." Consequently, the discussion is limited to the "human relations" aspects of supervision. Topics which are emphasized include "Teacher Personality Treated Analytically," "Supervising the Individual Teacher," "Supervising Teachers in Groups," "The Unsatisfactory Teacher," and "Supervision in the Elementary School." *D. C. Heath & Co.; $4.00*

CHILD DEVELOPMENT AND THE LANGUAGE ARTS

Prepared by a Committee of the National Conference on Research in English

This research bulletin presents studies which show that language development is influenced by sociological and socio-economic factors as well as by the characteristics of children at various ages. The interrelationship of the language arts and personality are pointed out. Various home and school practices which will improve language development are suggested. The committee that prepared this bulletin includes such well-known persons as David Russell, John DeBoer, and Bernice Leary. *1201 Sixteenth St., Washington 6, D. C.; $.75*

America's Favorite Story Books

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Better Homes & Gardens STORY BOOK (for children 3 to 8) contains 50 selected stories, rhymes and fables. Here are a few:

THE LITTLE RED HEN by Helen Dean Fish
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THE HOUSE THAT JACK BUILT by Randolph Caldecott
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From the OTHER SIDE of the FENCE

A Parent's Point of View

EDITORIAL COMMENT: The author, a former teacher with a background of fourteen years' experience, retired in the fall of 1952 to have "a full-time fling at homemaking" with her husband and four children.

Now living on Okinawa, she finds that when the children return from school with their stories of classmates, playground experiences, assignments, and teachers, she "sees the school through new eyes."

A Satisfied Customer

THANKS to hard work and plenty of co-operation between the schools and such community agencies as service clubs, women's clubs, and churches, the Halloween celebration has taken on a new face in most communities. What used to be a miserable night, with the soaping of windows and the upsetting of porch furniture, has become a time for school parties, school parades, and colorful costume gaiety.

Where schools place challenging emphasis on the creative aspects of Halloween, children are so busy creating that they have little time for thoughts of being destructive.

Our children have been in several Halloween parades. The costume business usually calls for originality on the part of parents, and often considerable expense. Several years ago I noticed that one of the sixth-grade classes that participated in the parade had taken on responsibility for their own costumes as a student project. The teacher had obtained the use of several portable sewing machines, and the children had stitched their costumes entirely from newspapers. A colonial dress made from the colored comic section of the newspaper won first prize in the parade for the most beautiful costume. A cowboy outfit with very clever chaps made from the black and white section of the paper was awarded first prize for originality.

Come to Think of It

If I don't watch closely, when the children come to the dinner table and seem to be sitting very straight with eyes fixed to their plates, I find they are actually hiding library books on their laps.

We visit a funny little library, housed in a small quonset building, and known as "The Trucksters' Rest." Each week Niccole brings home her armload of books, and also once a week I go with Pete and Deborah to help select theirs.

I think the big fever for library books started when the reading class schedule was adjusted at school. In Niccole's class there used to be a library period every Friday. The children could select from the school library and read for the remainder of the hour. Finally they began selecting books once a week, and then had a free-reading library period for twenty minutes each day after lunch.

Reading quietly was a welcome opportunity to rest after playing ball during the noon hour. They loved it. Also, come to think of it, when one reads a book every day he does not lose the continuity of the story. I think this latter fact is what encouraged the great interest in library books.

A Pat on the Back

Originality on the part of teachers is always worth a pat on the back. A relay race at one of the Halloween field days several years ago was great fun.

The teacher fastened a blank paper mask over each child's face. The children were then lined up for two relay teams. At a signal the first child on each team was given a poster brush. He then ran to a table about twenty-five feet ahead, where he found a pot of poster paint. He had to dip the brush, paint a face on the mask while he was wearing it, then run to give the brush to his next-in-line teammate.

The paper for the mask was thin enough for the child to see through, but stiff enough to hold its shape when wet with paint.

I don't think the children realized how much fun it was going to be until they heard the laughter go up from the bleachers.

Make the Shoe Fit

When I found the laundry basket on the dining-room table, I assumed it had been forgotten by someone, and grabbed it to return it to its rightful place on the service porch.

"Leave it on the table," shouted the young ones who were doing their homework in its shadow.

"It doesn't belong here," I protested.

"We know it," they returned. "We're trying to get some inspiration about what a bushel looks like. These problems are dull if you've never seen a bushel."

More and more I notice that children must feel they are working with real quantities rather than with words in a book.

A teacher who appeals to the children's love of feeling things graphically, helps make them aware of the reason for the facts and processes she is teaching. Children love the unexpected, especially if a little home drama is involved.

Hope A. Diffenderfer

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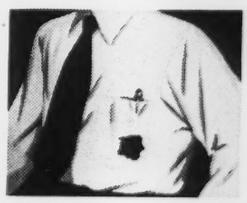

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Who says Bears can't Talk?

A FACTUAL STORY BY

Glenn O. Blough

Specialist in Elementary Science,
U.S. Office of Education,
Washington, D.C.

HAVE you met Smokey, the bear? Thousands and thousands of children and grownups in the United States know him. If you come to Washington, stop and call on him at his zoo home here. He's almost always at home.

Smokey is probably the most famous young bear in all the world. At least, I have never heard of a more famous one. How Smokey earned his name before he arrived at the zoo in Washington is quite an exciting adventure story.

The story started several years ago in a forest in New Mexico. A very small bear lived with his mother in a beautiful green forest there. He played among the trees, ate when he was hungry, and did all of the things small bears do when they are behaving like small bears. Deer, birds, and squirrels lived in the forest too. It is hard to imagine a more beautiful place for an animal to live in than this great green forest in New Mexico.

Then one spring morning everything changed. Some person carelessly dropped a lighted match in some dry leaves. A small fire started. The wind blew. The forest floor was dry. The fire spread rapidly, and before long the place where the bear lived looked like the center picture on this page. It's hard to tell how many animals and birds were killed, how many hundreds of trees were burned, and how many dollars' worth of damage was done. But it all happened because of one lighted match and a careless person.

After the fire was finally put out by the forest rangers and many volunteers, the fire fighters walked over the ground where the fire had burned. It's a good thing they did, because they found a very small and very miserable bear. His hair was singed from the hot flames, and his feet were burned and quite blistered. He was frightened and hungry and thirsty all at once. He was truly as helpless as a baby.

Carefully the fire fighters picked up the small bear and carried him out of the place that had once been his home in the beautiful forest to a place where he could get well. This was the beginning of a small bear's big story.

The men bandaged the little bear's feet, gave him food and water, and named him Smokey—because he had lost his home due to somebody's carelessness in the woods with a match. Smokey, the bear that had been rescued by his fire-fighter friends, lived to have more friends than any other bear in the whole world.

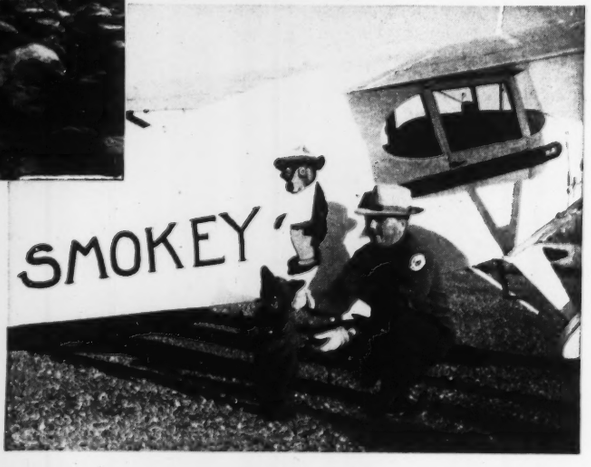
Photos, courtesy U.S. Forest Service

Some friend of Smokey's said, "If this bear could talk, he would be full of good advice for everyone. He could be a wonderful help to stop more fires that kill more animals, and burn more timber." The more the forest rangers and game wardens and people from the United States Forest Service thought about Smokey, the more they wished that in some way everybody could know about him. "We must speak for him," they finally said. "We will help him talk." That was the beginning of Smokey, the talking bear. When he was four months old, and quite well enough to travel, he was flown to Washington, D.C., in a Piper Cub. An official committee from the United States Forest Service met him at the National Airport. He was taken to the zoo where you can see him today if you visit Washington.

For a bear, Smokey has been quite busy, and no one can remember how many times he has posed for pictures. Smokey is an honorary member of the National Safety Patrol, the Washington, D.C., Fire Department, and many other organizations. He has had his picture taken for all kinds of posters with messages about being careful with matches and fires. On streetcars and busses, in magazines, newspapers, on the radio, in the motion pictures—everywhere—Smokey, the bear, says, "Please—help people be more careful." "Promise that *you* will be careful with matches, with cigarettes and cigars, with campfires, and with *any* fires."

Keep your eyes open and you will see Smokey somewhere in your neighborhood. Listen and you will hear what he has to say. In his picture he's dressed up in blue jeans, wears a ranger hat, and carries a shovel.

Boys and girls who write to the Smokey Bear Headquarters, Department of Agriculture, at Washington 25, D.C., will receive a certificate and a sheet giving the "Rights and Duties of the Junior Forest Ranger." Smokey would be happy to have all the boys and girls help him spread his fire-prevention story. You will also receive some Smokey Bear stamps, and other useful materials. So, if you can't come to Washington to meet Smokey, you can still get acquainted with him and hear what he has to say. This year Smokey is saying, "Only *you* can prevent forest fires." Did we say bears can't talk? Well, Smokey seems to be able to—with the help of all of us who wish there would never be another forest fire like the one in New Mexico that made him a lonesome little orphan.



An INSTRUCTOR Fire-Drill Poster

Extra! Read How Your

1

The reporter types his story.

2

Copy editors check it and write headlines.

3

Then it must be set in type.

4

Next, pictures are chosen

5

--and the engravings are made.

Photos on these pages by courtesy of The New York Times

When it is approved, a cardboard mat is made.

6

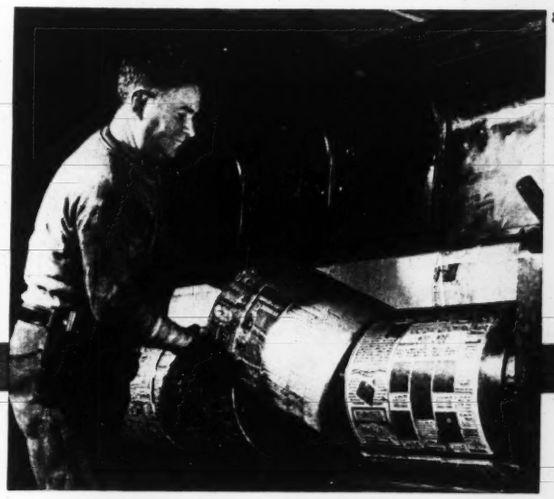
The page is made up.

7

Newspaper Is Made

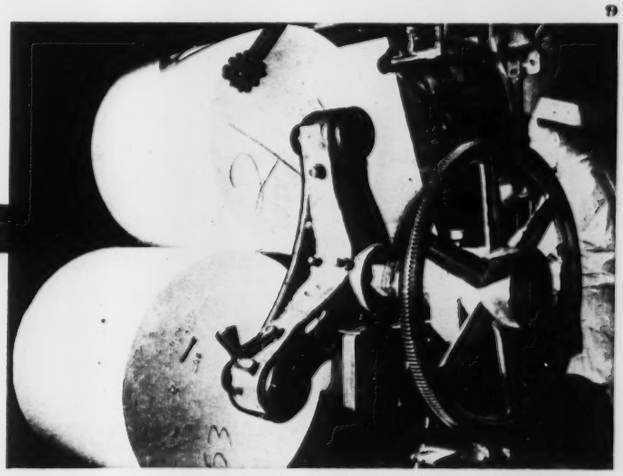
The Story Behind Things We See Every Day

8



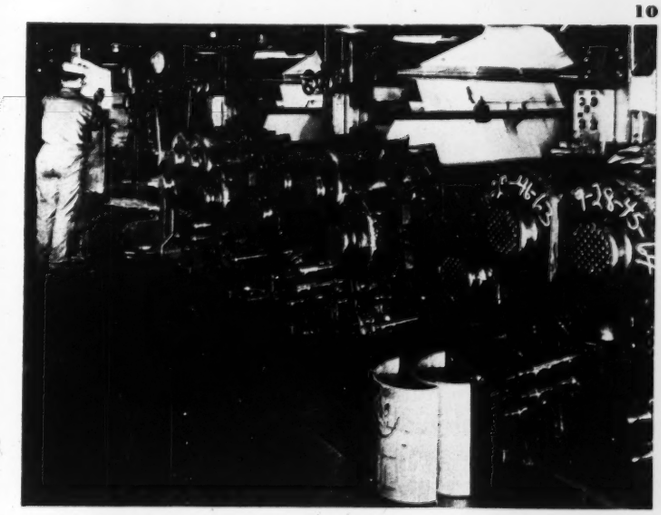
The plate is curved for the press.

9



Rolls of paper are put in place.

10



Now the press is ready to roll.

11

Out come finished newspapers.

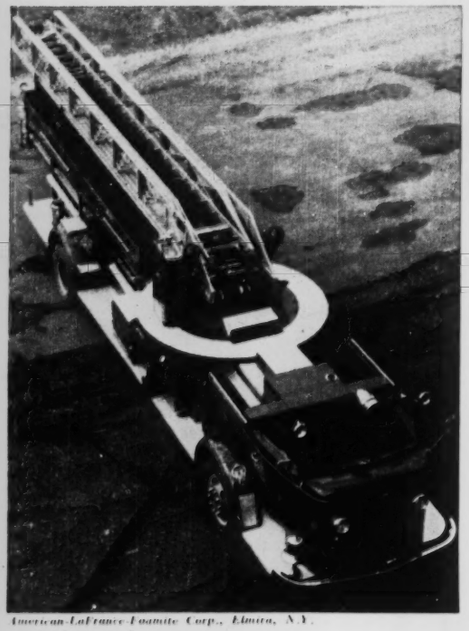
12

Trucks rush them to every part of the city.

Meet the

Fire Department, Dansville, N.Y.

FIRE DEPARTMENT



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For information about fire prevention, ask your teacher to write to the National Board of Fire Underwriters, 85 John St., New York 38, N.Y.

FIRE FIGHTERS

National Board of Fire Underwriters

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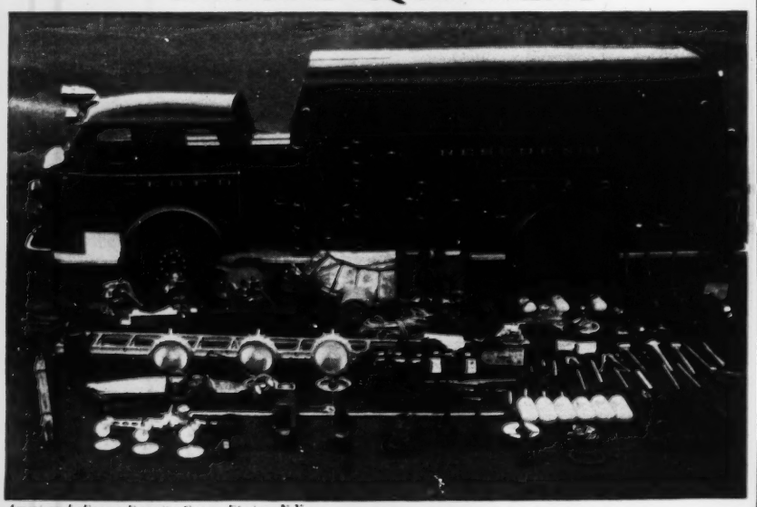

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Fire Prevention Week - October 4-10

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One source of liquid for children is milk. Where children find milk difficult to drink, parents often add flavored soft drinks to make it really enjoyable.

But with all of those sources, many children still have insufficient liquid intake. This is especially true during periods when they are suffering from the common cold, or during warm weather when the body loses fluids quickly.

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This is why hospitals frequently serve carbonated soft drinks as an in-between nourishment. They supply necessary liquids and an efficient energy boost at the same time.

We should like to suggest bottled soft drinks as a source of essential liquids, especially for children who may not be receiving sufficient fluids.

Parents of children with this problem may not realize the benefits that can result from increased fluid intake in children. Your school nurse will be interested in this presentation. Perhaps you will want to discuss it further with her.

The American Bottlers of Carbonated Beverages is a non-profit association, with member manufacturers of bottled soft drinks in every State. Its purposes include improvement of production processes and distribution methods within the industry, research and education concerning bottled soft drinks to the end that the consumer is best served, and promotion of a better understanding by the public of the industry and its products.

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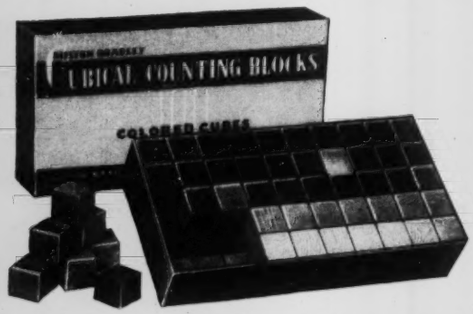

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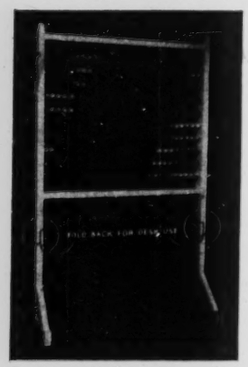

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UN for a day

HAZYL H. FLETCHER

Teacher, Sixth Grade, U. S. Grant School, Columbia, Missouri

EDITORIAL NOTE: Your celebration of UN Week in October might stimulate interest in beginning such a project as Mrs. Fletcher describes here. Her grade's UN Day culminates the work of an entire school year.

"— and so, ladies and gentlemen, my country is requesting aid for the flood area. We need food, clothing, and medicines, and hope that you will appeal to your governments for these things to help our stricken people."

An eleven-year-old Columbia, Missouri, girl has just concluded a speech to the United Nations General Assembly. She has spoken with poise, deep feeling, and understanding of Holland's problems to a group of other eleven-year-olds, each playing the part of a true representative of a foreign country. The atmosphere of our classroom has changed from its normal study and play to the serious business of world problems. We are not pretending. We *are* the UN for a day.

Nine months of behind-the-scenes preparation go into our UN Day. From September's first assignment: "Find an interesting article about a foreign country in a current newspaper," through months of comparisons of our own country with countries of Asia and Europe, to the day we sit together as the General Assembly, we are preparing for it. Nine months hardly seem long enough to us to discover all we want to know about the people whose lives are so different from our own.

About two weeks before the end of school we see a classroom movie called, "Highlights of the United Nations Year." In our discussion of this film we remember many things: the flag arrangement, the dress of the delegates, the subjects discussed in their speeches. Some child will always ask, "May we have UN Day like the sixth grade last year?"

Two weeks of feverish activity in the social-studies periods follow. Each child chooses a country and makes its flag. He also makes a name plate for his desk. A Secretary General is duly elected. Several fifth-graders are chosen for messengers and guards. The remainder of the fifth grade is invited to attend as guests.

Each child plans his own topic and writes his own speech, keeping it secret except in individual teacher-conferences. Some of the things they talk about include: peace in war-ravaged countries, the use of atomic weapons in war and peace, freedom from mother-country dominance, vaccine to stop epidemics, racial discrimination, communistic religious intolerance.

Part of the success of this project lies in the teacher's co-operation. She puts herself completely on the pupils' level. She chooses a country, makes a flag and a name plate, and deserts her desk for one of theirs. She interferes only if a discussion gets too heated or if it bogs down completely. Then she suggests to the Secretary General that the matter be referred to the Security Council. This is his cue to ask the speaker to retire, which is done in a dignified manner.

A note of humor creeps in each year when the Russian delegate loses his temper and stalks majestically out of the meeting. We plan in advance that I will bring up a controversial subject and make a few statements that will so annoy the pseudo-Communist that he will gather his papers and leave. The satellite countries are privately informed that they are free to go, too. They march to the principal's office and, amid much giggling and imaginary drinking of vodka, they are excused from class until after recess when the Assembly reconvenes. A discussion on combating Communism usually follows their exit.

Each class handles this Day in an entirely different manner. Some classes are volatile and argumentative and need a strong hand at the helm for restraint. Some classes are quiet and shy, needing a word here and there from the teacher-delegate to keep things going. Much of the atmosphere of each UN Day depends on what is breaking in the news of the day. I have seen a whole speech scrapped because of some change in a foreign government. Last year a boy discarded his prepared speech and talked convincingly about the plight of the Australian Aborigines, having only the morning newspaper as a guide.

Many parents have told me that their child is finding our study far more fascinating in after-school discussions than ordinary play, or comic books. They say it is the most meaningful experience he has had since learning to read.

"My idea of the meaning of the UN is togetherness of people," said our youthful Secretary General in his opening speech last year. "— and no matter what color you are or how you worship, you may speak freely here."

I am going to continue to teach "togetherness of people," for it is a phrase we can all understand, and I believe that it is from these youngsters that not only the phrases spring, but also the answers to peace and world brotherhood.

NOTE: "Highlights of the United Nations Year," a 16 mm. sound film, is produced by Films and Visual Information Division of United Nations, New York; rental fee $1.50.

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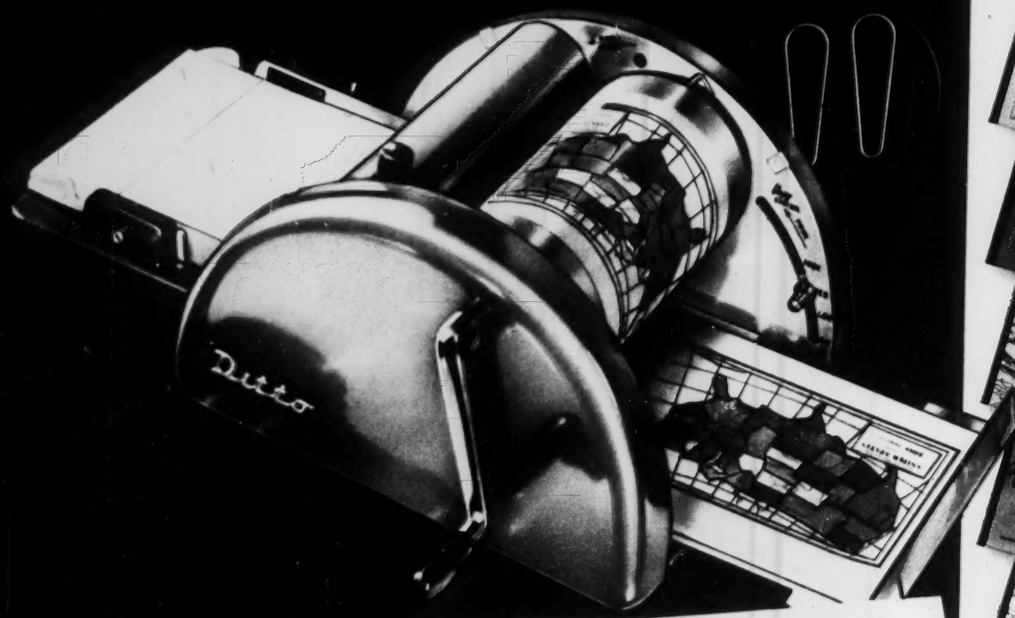

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H. Armstrong Roberts

HALLOWEEN FUN

HOW does a child learn to read?

What does he see when he first looks at the strange symbols we call letters? Does he learn their names – does he memorize them one by one? Does he learn to group them into words, then gradually sound the words out? By what wonderful, magical process does he at last understand the meanings of whole phrases, sentences, STORIES?

How in the world does he learn to **read?**

Today of course we know that a child doesn't learn to read by sounding out words or memorizing the letters of the alphabet; we know that to do those things he doesn't have to *read* at all–he only has to repeat sounds. Today we know that a child learns to read *by reading.* Right from the start the printed page is no meaningless jumble of symbols, but a treasure chest full of surprises just waiting to be unlocked.

THE MACMILLAN READERS

Give him the key!

The Macmillan Readers help children learn to read by placing before them the most delightful stories ever put into a series of basal readers. Even in the first pre-primer children read real stories which capture and hold their interest; yet only 14 different words are used in the book. Supplementary Readers at each succeeding level bring vivid new stories appropriate to the advancing interest level of the child. Supplementary Unit Books, closely geared to the basal materials at each primary level, provide frequent opportunity for children to read without difficulty entirely new stories.

The Macmillan Readers employ a unique method which assures readiness for reading at every level: New words and new skills are introduced in a Preparatory Book lesson which children complete under the teacher's guidance before going to their Readers. Children meet the new words, new constructions, new skills and techniques, in a *reading* situation, because the Preparatory Book exercises develop a story which is itself entertaining reading.

This Preparatory Book method makes the "learning" part of learning to read both enjoyable and meaningful. Children learn skills in the same kind of situation in which they will use them. They will not overemphasize one skill; nor will they miss the essential connection between the skill itself and its use in reading. Because the child sees the reason for using a particular skill at a particular time, he is able to acquire a new level of independence in his reading. He is, in short, better able to read well; he is more likely to love reading, when he learns to read with

THE MACMILLAN READERS

The Macmillan Readers present a new basal reading program for grades 1-8 by Arthur I. Gates, Mary M. Bartlett, Miriam Blanton Huber, Frank Seely Salisbury, Celeste Comegys Peardon, Mae Knight Clark, Althea Beery, and Helen Crossen.

If you have not yet examined the Preparatory Books, Basal Readers, Supplementary Readers, and Unit Books of this series, write today to The Macmillan Company office which serves your school so that a representative may call on you.

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Fifty Years Ago in the Normal Instructor

"Some state legislatures are considering a new idea spoken of as *tenure* or *compulsory contract protection* for teachers. The likelihood of such a law having widespread acceptance is doubtful and it is not looked on favorably by educators."

In the department "Heart Culture," containing "ethical stories and memory gems for opening exercises"—"men weave in their own lives the garments they must wear in the world to come."

"Collecting cigar ribbons makes possible exclusive and attractive creations in home decorations. An enterprising woman has a remarkable collection which is now offered for sale in large or small lots. Send $.25 for sample sets of ribbons and helpful information about making them up."

Quotes in the Don't Forget Column: "Don't forget that a harsh word does not pay. Don't forget that many children have at home all the scolding they need. Don't forget that pupils ought to drink from a running stream and not a stagnant pool."

The new vest and waist for fall was offered for $1.45. "Made of heavy white basket weave, this combination waist and vest is elaborately embroidered in newest chrysanthemum flower motif with wide plait down the center and three large pearl buttons, two plaits down the back, extra wide shoulders, full french sleeves, turn-under Bishop Tab collar, and other new and practical features hardly conceivable."

HENRY CABOT LODGE, JR.

Preparing Children to Live in One World

I AM writing as your representative from that interesting, novel, hopeful, primitive, sometimes exasperating but always essential contrivance known as the United Nations. Calvin Coolidge once said that politicians are men who are twice spoiled—by extravagant praise on the one hand and extravagant abuse on the other. I do not think the United Nations is spoiled but it certainly suffers from extravagant hopes which have inevitably led to extravagant disappointments.

Today the entire free world is looking in on a glass house on the East River in New York City where there are no secrets and everyone can see what you are doing. It is a place which, from the point of view of the Kremlin, must be a real headache. They cannot control it; they cannot break it up; they do not dare leave it.

We are not blind to its failures; at times the United Nations has appeared to be engaged in a stodgy routine instead of being the arena where the world struggle is dealt with most boldly. But we can be sure that if the United Nations did not exist, even in its present imperfect form, men of good will throughout the world would be straining every nerve and muscle to create what we have now.

The advantages of the United Nations are many and I can mention only a few. It is a place where we can see what the Communists are doing in the war of ideas. It is a place where the free world gets consolidated, and representatives of nations can meet informally to settle disputes. Certainly it is a place where we have developed allies—not as many as we would have liked but whatever allies we have are welcome and are that much clear gain. In the words of the Charter, the United Nations is a "center for harmonizing."

To clear up some misconceptions, here are some things which the United Nations is not. It is not a place which destroys U.S sovereignty or which threatens the destruction of our Constitution. It is not a nest of Communist spies for the simple reason that there is nothing to spy on in the United Nations. It is not a place which sends American boys to fight anywhere—this power is one wholly American.

It was possible to get along without the United Nations in the days when the four-and-one-half-day boat to Europe was the quickest way to travel across the seas. But now a place like the United Nations is just as necessary in international politics as an airport is in international travel, and for many of the same reasons.

You teachers who play such an important role in molding the opinions of our future citizens have a great responsibility in this field. The issue of war and peace depends on the existence of a consensus of moral judgment as to what is right and just. You play a decisive part in developing that opinion.

But this is not all. Remember that when the Wright Brothers invented the first airplane and caused it to fly a few hundred yards at Kitty Hawk, N.C., they did not burn it up with a blowtorch because it had not flown further. They set about to improve it, and so we have the wonderful airplanes of today.

Let us work together to improve what we have in the United Nations—and I am sure that, in this work, no single group can play any more decisive part than the school teachers of America.

H. C. Lodge, Jr.

UNITED STATES REPRESENTATIVE TO THE UNITED NATIONS

Miss Ray Has a Visitor

A School-Board Member Learns about Modern Educational Practices in the Middle Grades

Do your Johnnies and Susans have parents who sigh for the "good old days"? What can a present-day teacher say or show to help them understand the modern slant in our schools?

PHYLLIS O. EDWARDS

Director of Elementary Education, Cedar Crest College, Allentown, Pennsylvania

RECENTLY a school-board member, the father of two middle-grade children, suggested to the teacher that he would like to see school practices return to the way they were when he was a boy.

"How was that?" queried Miss Ray, who had the younger of the two pupils in her classroom.

"Well, I don't exactly know," came the reply, "but the way things used to be in the fourth, fifth, and sixth grades. And what is this newfangled business about helping to plan the school program? Aren't the three R's good enough any more?"

How would you have replied?

The forward-looking teacher today considers her job to be one of guiding living, not to the extent that the basic skills of "reading, writing, and 'rithmetic" are forgotten, but that such emphasis is not the complete aim. When we teach only the so-called fundamentals, we have covered but one of the seven basic areas—health, command of fundamental processes, worthy home membership, vocation, civic education, worthy use of leisure time, and ethical character.

We want children to grow, not only straight up and down, like a tree trunk, but to have a well-rounded education. With these seven basic areas in mind as a yardstick, we ought to take stock frequently to determine how well we are doing, and to seek a happy balance.

By the same token, we try to keep our program in approximate thirds with respect to: (1) the three R's; (2) the creative activities such as music, dramatics, art, and handwork; (3) the functional learnings, such as having a unit on the grocery store to motivate wise buying. Yes, children do plan their activities so they may find answers to what they want to know, and this gives a here-and-now look to learning such as would not prevail if they were told to learn something—or else!

But Miss Ray's visitor had other comments.

The Visitor Notes Children's Eagerness

Seems to me that when I went to school, I was not in a hurry to get there in the morning. My youngsters can't wait to get started from home. As I glance into your classroom, there seems to be a great deal of activity, though it is well before nine o'clock.

The modern classroom is indeed a busy place before school. The teacher has her share in preparing the room for work ahead. Perhaps the reading groups will be different today—we have flexible groupings, so the chairs may need to be arranged. We do not want the children to ruin their eyesight by facing the bright sunlight, so we will seat them properly to protect their eyes from glare. We will need such-and-such maps, the globes, the multiplication cards the children made for themselves, mural paper, and the new set of song books.

The boys and girls now move about and form small working groups. They talk quietly among themselves as they gather at different centers of interest about the room. Some arrange a rock collection which is part of their science lesson; two or three are busily engaged in changing the bulletin-board materials; while another team of helpers water the plants. Still another group has gathered about the record player and those pupils are listening to a recorded collection of poems.

The bell rings. "Will you stay, Daddy?" inquires Junior.

The Visitor Stays for a Planning Period

Just for fun, I will step in long enough to see how you start the day. I am interested in the sharing period in connection with the opening exercises.

During this thirty-minute period after the devotions and singing, the group share some of the things they have learned, and decide what they ought to do as next steps in learning more about their state. One committee reports the results of an interview with an old-timer of the community who gave them firsthand information about the early settlers. The chairman recommends that the language time be given to writing thank-you letters to Mr. B. for the interesting stories that he told. The interviewing committee agrees to make a booklet of the information they gained and so have it available.

Another committee shows some of the sample material they have acquired from local industries. A brief discussion takes place as to how the things might best be displayed. The teacher draws some diagrams of possible arrangement of materials on display boards which they may borrow from the janitor's supply. As a member of the group, the teacher guides, directs, and motivates; sometimes a question from her helps a child to formulate his ideas into expression.

Others contribute to the sharing period in a variety of ways. Some repeat poems they especially liked. One or two give enough of a book review to whet the reading appetite of young readers. One girl asks to read a jingle she has written, and suggests that members of the class try to write some. She puts her creative verse on the blackboard, and someone notes a spelling error; another remarks about the good choice of words in a certain line.

And so it goes. Three key words characterize this part of the day's program, and for that matter, the entire schedule: *anticipation, preparation, participation.* It is very obvious that the children look forward with favorable attitudes to what the day has in store for them. That they are prepared to contribute is shown by their reports and observations.

The Visitor Finds Relationships Pleasant

Your relationship with the pupils seems to be very pleasant, Miss Ray. You do not permit disorder, yet the atmosphere is more relaxed than was the case when I was a lad.

A happy give-and-take environment stimulates best performance. At least, we are trying to accept the behavior of children on a natural basis. Accidents do occur because we are human beings. If some freedom of conversation and movement are allowed, the tendency to conceal certain behaviors may be averted. These middle-grade pupils are still immature. They need a great deal of help in making wise choices and in improving their attitudes toward one another and life in general. Once they come to feel like a close group, they really do a good job of teamwork, as evidenced in their exploration of the units they choose to work upon.

The Visitor Wonders about Units

Glad you mentioned units. My youngsters are forever looking for pictures, information, and household articles to bring to school because they need so and so for the unit. Is this method new?

Unit learning is old; yet new. As long as man has existed, he has sought answers to his problems as wholes, instead of piecemeal. The term "unit" means *oneness.* A unit has *one* central idea around which there are several problems in the realm of children's interests at a given maturity level.

At the beginning of the school year, we usually set down on paper a list of topics that have possibilities, and select one of them as an initial unit, making sure that almost every member of the class agrees upon a particular subject. (If there are too many dissenters among the pupils, dissatisfaction may well ruin the chances for success.) If the class rejects the teacher's "pet idea," she should put it away until another time—perhaps next year's class will like it.

A fifth-grade unit on safety may result from an appeal to try to prevent accidents in and about the school. *(Continued on page 86)*

IN THE FALL . . . .

H. Armstrong Roberts

We shop for winter clothes.

Philip Gendreau, N.Y.

We rake leaves.

H. Armstrong Roberts

We play football.

H. Armstrong Roberts

We go for walks.

KINDERGARTEN NEWS

Five Jack-o'-Lanterns *for Stick Puppets*

Edwina Martin

THIS little poem was first presented to the kindergarten pupils of Mrs. Anna Prochnow, who teaches in the Jefferson School, Tacoma, Washington. The dramatic activity which resulted was developed largely from the children's suggestions. Because of the action appeal, the verses were easily memorized. After that, the children took over and their imagination was allowed full sway.

Making the stick puppets was an art project. Many jack-o'-lantern faces were cut out before the children finally selected those considered most suitable. This gave an ordinary cutout procedure an interesting purpose. Those selected were then thumbtacked on sticks.

Lacking a puppet screen, the children improvised by placing together three easels. After the first tryout, they decided that the effect was spoiled because the legs of the puppeteers showed beneath the screen. A consultation resulted in filling in the space with a fence built of kindergarten blocks.

ALL—
This is the night of Halloween
When many strange things may be seen.
If you're very still, you'll see at a glance
Five jack-o'-lanterns who sing and dance.

JACK 1—I'm the first jack-o'-lantern and I'm quite small.

JACK 2—I'm number two and I'm quite tall.

JACK 3—I'm number three. I swing and sway.

JACK 4—I love to sing and dance and play.

JACK 5—
I'm number five. I think it a lark
To sit on the fence and glow in the dark.

WIND—
I'm the wind. I come out late at night.
Watch me while I blow out their light!
Who-o-o—Whish—Whoo—Who-o-o.

ALL—You see, the wind can have fun too.

Our Unit on Dogs

Esther M. Whitcomb
Private Kindergarten Teacher, Richford, Vermont

IN MY kindergarten class I recently worked out a unit on dogs which proved to offer the children a world of fun and many learning opportunities.

These were my objectives: (1) to teach the children to share and take turns, (2) to give each child opportunity to make his own choice, (3) to teach correct posture and encourage good enunciation, (4) to give practice in counting pennies and nickels, (5) to use a current song-hit appealing to the children and known to them, (6) to stimulate the children's interest in dogs and encourage kind treatment of them, (7) to give each child an opportunity to tell about his own dog or any experience he had had with dogs, and (8) to give practice in handwork.

The procedure began on a Monday morning when about thirty pictures of dogs, cut and saved from magazines and calendars, and so on, were put up on the bulletin board. The text for stories used was *The Dog Book*, by Albert Payson Terhune, illustrated by Diana Thorne (Saalfield Pub. Co., Akron, Ohio).

Monday.—We looked at the pictures on the bulletin board, compared dogs we knew with those in the pictures, sang the first part of "That Doggie in the Window" (sheet music and records), heard the story, "The Husky" from *The Dog Book*.

Tuesday.—Each child chose a dog he liked from the display, then stood before the class and recited the rhyme:

Bow-wow-wow, whose dog art thou?
Little Tommy Tinker's dog, bow-wow-wow!

[Some children could name the dog seen in a favorite picture and make up a little story, such as: "This dog's name is Blackie because he is all black." "I named the big dog Giant because giants are big."]

Wednesday.—We sang the old song, "Oh where, oh where, has my little dog gone?" We also heard a story from the text—"The Collie." Then I described a dog, like this: "What large dog is tan, with short hair, short pointed ears, a large face, and a black nose? He is kind to children." The children found the dog fitting that description (boxer). We continued with six other kinds. This was also the day when my husband, upon hearing a cue from me, hoisted our own dog midway of the kindergarten window as we sang "That Doggie in the Window."

Thursday.—Each child was given a number of paper circles with 1¢ or 5¢ written on them. Each child chose which dog he wanted to be, and how many cents he would cost. Then he knelt on a stool, hands over table, red ribbon around neck, waiting to be "bought" by one of the other children. We sang the "Doggie" song. Then the purchaser counted out the price of the dog, giving it to me before "taking his doggie home." A few children were able to count out the correct amount. Also I described the spaniel as I did the boxer the day before.

Friday.—We displayed a hectographed copy of a spaniel puppy, colored and mounted on construction paper. A small oak tag sign, FOR SALE, was copied by the children and placed where desired on each picture. Two holes, punched in the top, and threaded with green yarn, supplied a means of hanging this picture.

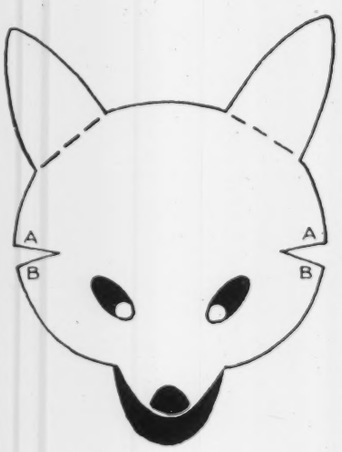
[Children may paint dogs at an easel or with finger paint, using a stuffed toy as a model.]

Monday.—Each child had an opportunity to tell of any experience with dogs he or she had had over the week end. From the *Happy Book*, by Josephine Pease (Rand McNally, Chicago), we read about how dogs like to be treated.

Tuesday.—We used the story of the "Police Dog" from the Terhune-Thorne book. Then we took turns dramatizing the seeing-eye dog and his blind master. One child was blindfolded, the other led him with a short rope. Emphasis was placed on the behavior and careful guidance of the dog.

Wednesday.—We used a magazine article, "How to Wash a Dog." The various steps were pictured. For a last time we sang "That Doggie in the Window."

Masks for Halloween *or Story Dramatization*



Lucile Rosencrans

MASKS like these that fit on the face to produce a three-dimensional effect are easy to make. Use construction paper in most cases.

Draw the face of any animal in a size somewhat larger than the child's head. Draw the features with crayon. Cut out the eyes. Bend the ears slightly forward and curl the tongue outward.

To make the masks fit the face, cut out a V-shaped piece from each side near the eye level. Staple A over B and at the same time staple a rubber band on each side. (Rubber bands go over the child's ears.) (*See page 88 for more masks and further suggestions.*)

Airplanes

A SOCIAL-STUDIES UNIT FOR PRIMARY GRADES

Ethel R. Taylor

Teacher, Primary Grades,
Dr. Fred Moore School,
Des Moines, Iowa

CHILDREN of today, born in this air age, have a natural curiosity about airplanes. Developing an understanding and appreciation of aviation may well begin as early as the primary grades. Boys and girls will be interested in the relationship of aviation to other means of travel.

Approach

Any of the following orienting activities may be used.

1. Viewing an airplane film *Airplane Trip* (Encyclopaedia Britannica Films).
2. Finding a toy airplane in the classroom.
3. Listening to the teacher's account of her first ride in an airplane.
4. Enjoying pictures of airplanes placed on the bulletin board.
5. Observing an airplane fly over the school at recess time.
6. Enjoying the story, *The Little Airplane*, by Lois Lenski (Oxford University Press).
7. Taking a trip to an airport.

Activities

Each day the pupils found a question on the chalkboard. "Do mail planes carry mail and people, too?" "Why do seaplanes have pontoons?" "How are planes taken out of hangars?" These led to research, group discussions, and requests for field trips.

Other activities included:

1. Going to the library to get airplane stories, poems, and pictures.
2. Listing questions about aviation.
3. Finding out whether airplanes carry products such as vegetables or sugar.
4. Looking at a collection of model planes.

Field Trip

At the airport, the children were interested in everything.

1. Seeing the administration building and the hangars.
2. Observing low-wingers, biplanes, and monoplanes.
3. Watching a plane being refueled.
4. Watching air-mail bags and packages taken off a plane.
5. Observing airplanes taxiing, taking off, circling, banking, and landing.
6. Seeing the pilot and copilot in the cockpit of the plane.
7. Seeing propellers spinning and whirling.
8. Seeing the steps rolled up to a big air liner.
9. Walking up the steps and into the airplane.
10. Sitting down in the seats in the passengers' cabin, fastening the seat belts, and pretending to be taking a real plane trip.
11. Seeing the plane's tiny kitchen where containers of food are kept.
12. Learning that the food is prepared in a big kitchen at the airport.
13. Seeing the clothes closet and washroom.
14. Observing the cargo pit where the suitcases and mail are carried.
15. Learning that all air liners have two pilots—one is called the captain and the other the copilot.
16. Taking turns getting into the pilots' cockpit, where there are two seats and in front of each seat a wheel.
17. Finding out that some planes have a stick to guide them while others have a wheel similar to the steering wheel in a car.

After this field trip, the children returned to the classroom full of plans and requests for reliving the experience. They wanted to build an airport and for the first activity they drew plans for constructing one. Airplanes were made of wood and used in numerous learning experiences.

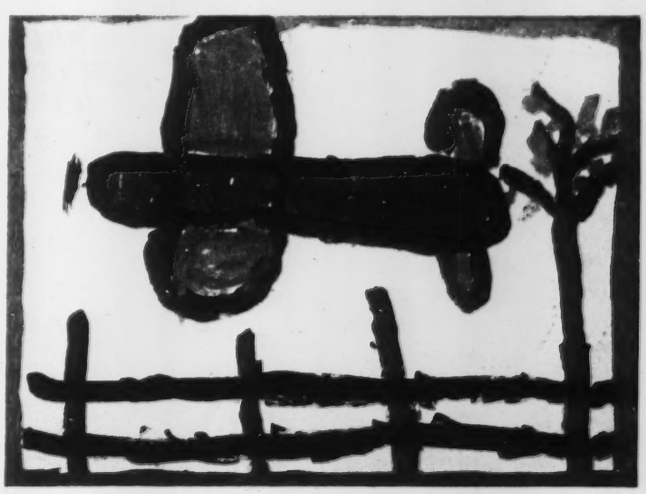
Once the airport and planes were finished, the children pretended to be people getting off a plane after the steps had been rolled up to it. This proved to be a good time to discuss manners and courtesy.

Mimetics

Here the teacher had a chance to observe the amount of learning which the children had acquired during their field trip as she watched their play activities.

1. Unloading mail and packages—rolling out the steps, pushing cart, climbing up the steps, pulling out packages and mail bags, locking the door, climbing down the steps, taking the loaded cart to the truck, transferring the mail, and driving the truck to the post office.
2. Refueling the plane—opening underground tank, unwinding hose, dragging hose to the plane, putting gas in both wings, then rolling up the hose and locking the tank door.
3. Being airplanes ready to take off. Warming up the motor, spinning the propeller, taxiing along the runway, taking off, banking, making nose dives and forced landings.

From each of the above activities, the teacher could find suggestions for mimetics. In the first bending to pick up packages, and twisting the body to one side as packages are tossed into the truck. In refueling the plane, circular motions with the arms as the hose is pulled from the ground or rewound to put back in place. In the third, there are endless opportunities for movement of arms, legs, and body in repeated rhythmic patterns.



Integration

The subject of airplanes lends itself to many learning experiences through various mediums.

1. By playing with the airplanes which they made, and using planks, blocks, and boxes, the children used their imagination to develop play activities. Group co-operation was evident here.
2. Illustrating stories with calcimine paintings.
3. Listening to the teacher read about activities at the airport.
4. Learning airplane songs.
5. Making individual airplane books illustrated with crayon drawings.
6. Composing group stories for charts, based on group experiences.
7. Inviting a father who is an employee at the airport to tell about

(*Continued on page 69*)

Harvesting America's Food

POWER at WORK

1 THE TRACTOR IS THE FARMER'S MOST IMPORTANT PIECE OF EQUIPMENT, FOR IT CAN DRAW AND PROVIDE THE POWER FOR EVERY TYPE OF FIELD MACHINERY. LAST YEAR FARMERS BOUGHT OVER HALF A MILLION TRACTORS. THREE MEN WITH TRACTORS CAN DO THE WORK OF 10 MEN WITH HORSES.

ALMOST 10 MILLION PERSONS IN AMERICA ARE ENGAGED IN FARMING. EACH YEAR MODERN MACHINERY DECREASES THE NUMBER OF MEN NEEDED ON FARMS, RELEASING NEEDED WORKERS FOR INDUSTRY.

2 COMBINES ARE USED TO HARVEST AMERICA'S ANNUAL CROP OF MORE THAN 1200 MILLION BUSHELS OF WHEAT. A LARGE COMBINE COVERS A 16-FOOT STRIP AT ONCE. EVEN A SMALL COMBINE WILL HARVEST AN ACRE AN HOUR, CUTTING THE GRAIN AND THRASHING AND BAGGING THE WHEAT. A HAY LOADER OR BALER GATHERS THE STRAW FROM THE FIELD.

3 CORN IS AMERICA'S BIGGEST GRAIN CROP--OVER 3000 MILLION BUSHELS A YEAR. A CORN PICKER, STRIPPING ONE ROW AT A TIME, DOES AS MUCH WORK AS 10 MEN. IT CLEARS 10 ACRES IN A SINGLE DAY.

AMERICA'S 52 PRINCIPAL CROPS REQUIRE OVER 350 MILLION ACRES OF LAND EACH YEAR. TEXAS, KANSAS, IOWA, ILLINOIS, AND NEBRASKA LEAD IN THE NUMBER OF ACRES IN CULTIVATION.

4 A POTATO DIGGER REMOVES THE POTATOES FROM THE GROUND AND KNOCKS OFF THE DIRT. WHEN A POTATO HARVESTER IS USED, BRUSHES CLEAN THE POTATOES AS THEY TRAVEL TO THE BAGGING PLATFORM. A TWO-ROW DIGGER AND HARVESTER WILL CLEAN 3 ACRES IN 2 HOURS, BAGGING ABOUT 750 BUSHELS. AMERICA USES ALMOST 350 MILLION BUSHELS OF POTATOES A YEAR.

5 TRUCK FARMS PRODUCE 14 MILLION TONS OF FRUIT AND VEGETABLES YEARLY. FOODS GOING DIRECTLY TO MARKET ARE HARVESTED MOSTLY BY HAND, BUT CROPS TO BE CANNED OR FROZEN ARE HARVESTED BY MACHINERY. FOR EXAMPLE, MOWING AND LOADING MACHINES WILL HARVEST AN ACRE OF PEAS IN AN HOUR. AT THE CANNERY THE VINES ARE FED INTO A MACHINE WHICH SHELLS THE PEAS IN A SINGLE OPERATION.

JAMES PALMER

Enjoying Art

The COVER PICTURE

HARRIET GARRELS

Specialist in Art,
Elementary Schools,
Washington, D.C.

"CYPRESS LANDSCAPE" is one of the great paintings on which van Gogh's fame rests. Do you understand why?

Do you feel its almost frenzied intensity? Do you feel "the sun revolving at a terrific rate of speed—giving off light and heat waves of tremendous power"? Do you feel "the atoms within the corn pushing out to their final growth, and bursting"?

To convey such strong feelings was van Gogh's avowed purpose. He was not interested in imitating the surface appearance of nature. He wanted to show earth pushing up into hills and trees leaping like flames, hot winds agitating the sky and fiery sun pouring down upon all. How well he succeeded!

The lines of dark green are struggling upward in the cypresses to form sharp points like flames. Look at the smaller waving trees and the great whirling clouds. Look at the rough, thick lines of paint in the cornfield repeated and repeated until the ripe grain vibrates. The picture seems filled with moving air. Science has proved that light rays and waves vibrate. Van Gogh's brush made the vibration visible.

Van Gogh used thick lines of pure, undiluted paint in a bold, swirling, twisting design to give this landscape great vitality. Sometimes he squeezed paint directly onto the canvas from the tube. Thick dabs of paint were put on with the palette knife. If we could touch the original painting it would surely feel rough.

Academic techniques were inadequate for representing growth and other powerful forces of nature so van Gogh had to invent his own. Victorian artists who were interested only in photographic imitation did not exaggerate or originate. Their methods of mixing and repainting were labored. Van Gogh worked quickly, driven by strong emotions. Therefore his painting is strong and direct.

The longer we study this cornfield with cypress trees, the closer we feel to Vincent working all day at his easel in the broiling southern sun. The people of Arles called him *fou-rou* or "red-headed lunatic," but he signed his work Vincent. The longer we look, the more intense the colors grow. Pure blues and greens and sun-scorched yellows predominate. Most of us like his brilliant pigments.

Probably yellow, seldom used by artists after the Rennaissance, was Vincent's favorite. Yellow was his symbol for the sun and its generative powers. He used lemon-yellow, sulphur-yellow, golden yellow, pure yellow of every value and hue. Here we see a field of yellow grain ripening richly in the sun.

The yellow is set off dramatically by the dark cypress trees silhouetted like exclamation points against the light sky. Force is achieved by such abrupt contrasts. If the cypresses are covered, how weak the design becomes.

Though the sun is shining brightly, no shadows are cast. Vincent simplified, and his work tended toward the abstract. He blazed a trail which modern painters have followed.

A painting like this represents more difficult, uncomfortable work than most of us would undertake. How many of us would rise each day at dawn, walk miles laden with easel, canvas, and other painting equipment, plant the easel in a furrow of a cornfield, paint furiously all day in the blazing, blinding sun, and walk back at dusk carrying the wet canvas for miles?

Even if we were willing to follow such a grueling routine in our work, none of us could achieve what Vincent did at Arles, because we do not have the ability to study and analyze the scene before us and to plan so strong a composition.

When an artist composes a picture, he puts together lines, colors, and masses. If he wishes to represent motion he uses diagonal or curved lines because those lines are seen in moving figures and animals. When such lines are exaggerated, more powerful motion is suggested.

He used tremendous curves and whorls in the clouds, lesser undulating curves for the hills, and a multitude of short staccato curves in the cornfield. He balanced tall, slim trees with round, lower trees. He placed dull-colored olive trees against bright colors, and sparkling red and white accents in the foreground. He created a masterpiece.

THE ARTIST

JUST a hundred years ago, a genius was born in Holland. He was Vincent van Gogh, who became the most famous artist born in that country for hundreds of years, and one of the most famous of all times in the world.

Nothing in Vincent's youth gave the indication of his future. He showed no special interest in drawing and received no art training. Through the influence of his beloved brother, Theo, he obtained a position with the art dealers, Goupil and Company. He failed miserably as a salesman in their establishments in The Hague, Paris, and London.

Next he became intensely interested in religion and for a time was an evangelist in the sordid coal-mining district of Belgium, known as the Borinage. There he began painting somber pictures, which reflected his discouragement. He wrote to Dear Theo, "How can I be of use in the world?"

At the age of twenty-seven, he began to devote his entire life to art. He studied at The Hague and then moved to Paris, where he lived for two years with Theo, who supported him for the rest of his life.

In Paris, Vincent changed to the brilliant hues used by the Impressionist painters, though he did not imitate their style. Soon he left for Arles in Provence where the tropical light and color excited him to a frenzy.

Never too healthy, he now began to suffer from attacks of a nervous malady. The only happiness in his tragic life came from his brother, Theo, who loved and cared for him all his life. The voluminous letters to Theo which have been published tell us of Vincent's ideals, longings, and methods of work.

During the two years he lived in Arles, he painted all the beautiful, powerful pictures which have made him famous—"Sunflowers," "Cornfields," "The Bridge," "The Postman Roulin," and others known all over the world.

At intervals van Gogh was confined in an insane asylum and, finally, at the age of thirty-seven, in a fit of deep despair, he took his own life.

One hundred years after his birth, Vincent van Gogh is appreciated, though during his tragic life he never sold a picture. His work can be seen in art museums all over the world. When a special exhibit of his paintings is placed on display, hundreds of thousands of people come to see them. The pictures he painted during those few tortured years are valued at more than a million dollars.

Why do men paint the way they do?

Else Bartlett reviews "The Story of Painting for Young People" by H. W. Janson and Dora Jane Janson (Harry N. Abrams, N.Y., 1952; $4.95).

HERE is a book that can serve equally well as a basis for an art course or as an intriguing story of art through the ages. It is a father talking to his son, a teacher speaking to her classes, and a voice from the past telling the boys and girls of today the many discoveries in the world of art. It is full of large color plates of paintings from museums all over the world. . . Some interesting high lights from the book follow.

In medieval times, painting was done by the monks, who were the first educated workers. Later it became the voice of the privileged classes because it was sponsored by the kings and the nobles, who to a certain extent dictated what they wanted and sometimes had their portraits painted as part of the picture they had commissioned the artist to make.

Art follows the religious and political turning points of history, and all the changes that affect man in his work or in his home.

When painters were no longer bound by the whim of a patron and the price he was willing to pay, they started to express their feelings, hopes, and dreams in painting for recreation. Their paintings, however, to this day, still reflect the struggles, sorrows, joys, achievements—yes, even the disillusionments—of the human world.

Working with Slow Learners

A UNIT ON THE HOME AND FAMILY LIVING

Myrtle K. Elliott
Special Teacher, Kern County Schools, California

THOUGH homemaking is an integral part of our curriculum, this particular unit on the home and family living grew out of a very definite need within the class. At this particular time there were in the special class a number of older boys, rather older than one would generally expect to find in a regular elementary class. These boys were reaching the age when they would normally have some use of the family car, a little more money to spend, and considerably more freedom.

Such complaints as these came to the teacher:

"My father does not like me. He will not let me take the car."

"My folks are mean to me. They will not let me stay out the way they let my brother."

"My father gives me only enough money for the show."

Objectives

To help relieve this situation a unit with the following objectives began to take shape:

1. To resolve as much of this resentment as possible.
2. To help the children understand their parents' point of view.
3. To help them state their own cases better.
4. To create in the children a finer appreciation of their parents and a greater respect for them.
5. To help the children see that happy family living takes teamwork.
6. To encourage them to want to take a more active part in making family living pleasant for themselves and the rest of the family.
7. To give the children an opportunity to engage in those activities at school that would be most likely to carry over into family living.
8. To give them an opportunity to learn about how others have lived through the ages and are living in other parts of the world today.

Introduction

The most natural introduction to the unit seemed to be through role playing. We started out with some of the less critical problems, such as getting up in the morning, helping at home, being courteous to parents, and getting along with brothers and sisters. These problems were discussed from the point of view of how we might think and feel if we were in our parents' places.

It was only a short step to putting themselves *in* their parents' places. Children volunteered for certain parts. Sometimes a child would ask for certain other children to take roles in a particular situation with him. In some cases the same situation or problem would be presented by different sets of children. Thus some of the techniques of sociodrama were learned, and we were well on our way to a really vital treatment of the children's more basic problems in family living.

About this same time a film called "Family Life," dealing with schedules, responsibilities, privileges, and finances, was shown. The group freely discussed some of the problems involved.

Development

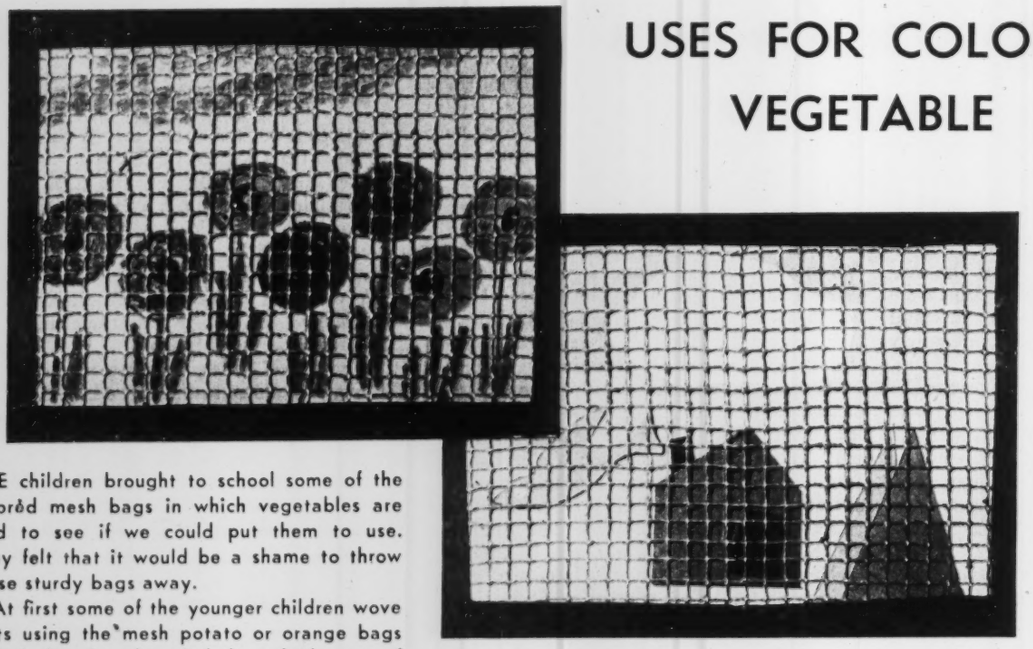
The children continued with their role-playing, now attacking some of the problems that had been creating the real resentment. Tensions became resolved as points of view of parents became better understood and felt. It helped these children especially to get the feelings of the persons whose roles they were playing.

Out of this grew a more extended study of home relationships. Each morning the teacher read from a little book that entertainingly presented good manners in the home. These were discussed and often dramatized.

The home of each child was well known to the teacher. She called attention to the good she saw there. In dealing with home and family situations, the teacher, as no one else, can build up a child's pride in his home and a respect for what is good in his family. A child may be critical of his parents, but he wants them thought well of, especially by the teacher. *(Continued on page 89)*

USES FOR COLORED MESH VEGETABLE BAGS

June Ryan
Art Consultant,
Public Schools,
Willow Run, Michigan



THE children brought to school some of the colored mesh bags in which vegetables are sold to see if we could put them to use. They felt that it would be a shame to throw these sturdy bags away.

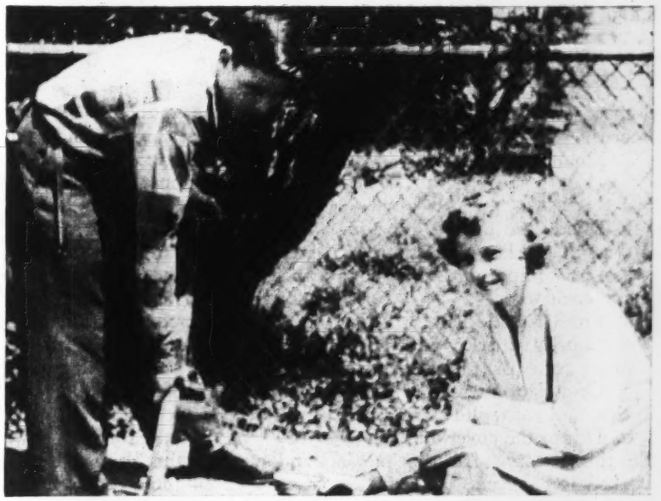
At first some of the younger children wove mats using the mesh potato or orange bags and cloth strips threaded through the eye of a large darning needle. Shopping bags or bags in which to carry school supplies could be made in a similar way.

One day a child pasted one of the yellow mesh squares over a picture that she had made with colored crayon. The effect was so interesting that several children wanted to try it. The children were soon using the bright yellow, green, and orange mesh over several different types of pictures. We thought they would be nicer if we framed them with bands of black construction paper, and they proved to be quite charming when they were done. The net seems to soften the lines of cut-paper pictures and makes them look very professional.

Planting Bulbs for Spring

A FALL ACTIVITY FOR THE WHOLE SCHOOL

Upper-graders covered potted bulbs in pit with sand.



S. Josephine Schmidle

Teacher of Social Studies, Grades 7–8,
School No. 67, Buffalo, New York

MORE than six hundred children, from the kindergarten through eighth grade, participated in our bulb-planting project, which started in the autumn and culminated on May Day. This school-wide activity involved the purchase and planting of more than 2,600 flower bulbs—tulips, daffodils, narcissus, and hyacinths. Our project was successfully executed with the help of all the teachers and school maintenance departments.

Objectives

Our school is located in a fine community, but at times we have felt that the children could show more respect for the gardens and lawns of homeowners.

We hoped to further such aims, skills, and attitudes as these:

1. To develop good citizenship by encouraging respect for the property of others.
2. To instill an appreciation of gardening.
3. To instruct in the rudiments of plant culture by experience in planting bulbs, pitting, watering, staking, and so on.
4. To foster wholesome family relationships by honoring parents with a gift produced by effort on the part of the child, extending over several months.
5. To encourage community beautification.
6. To promote associated learning, mathematical computation, science, letter writing, and dramatic play.
7. To effect wholesome school attitudes by participating in a cooperative, noncompetitive, all-grade enterprise.

Through this activity, we hoped that each child would experience:

1. A feeling for beauty.
2. A sense of accomplishment.
3. An awareness of citizenship responsibilities.
4. The joy of sharing.

Procedure

Parents and pupils were notified of the project in a letter explaining that we hoped to enrich the child's experience, and create an interest that might be applied in his out-of-school life. Participation was not obligatory but the response from homes and classes was immediate and enthusiastic.

To ascertain the number of bulbs needed, an order form was sent home, listing the kinds of bulbs, prices, and the sizes of pots and pans needed for containers. This was done early in the fall—well in advance of cold weather. We limited the amount of a single purchase to discourage too free spending, and to avoid burdening the parents. We offered guidance like this:

In a 4-inch pot, plant
1 hyacinth
or
3 tulips

In a 6-inch pan, plant
3 or 4 hyacinths
5 or 6 tulips
4 or 5 daffodils
4 or 5 narcissus

These suggestions prevented confusion later, and the error of planting at random.

Inquiry showed that even the eighth-graders had had no experience in bulb growing, and only a few had any gardening experience. This was surprising because our school is not located in as industrialized a district as many in our city.

Upper-grade children were given special instruction in plant growth in science class so they could aid and supervise the younger children in the potting room. They stood near the benches explaining and demonstrating, but never doing the actual work for the lower-grade children. Before planting began, the children learned the reasons for:

1. Porous pots.
2. Providing drainage (with broken pieces of pottery).
3. Proper setting of bulbs.
4. Packing the soil.
5. Fixing ownership tags.

From start to finish, the teachers maintained a hands-off policy. We helped to motivate the activity, but it had to be pupil-executed in order to have learning value. Planting and pitting times for the various groups had to be scheduled, of course, but the rest was up to the children. Questions were answered on the spot if possible, or referred to a committee for research. These dirt farmers truly enjoyed their work, and the knowledge that resulted.

Of course, the project could be done successfully by a smaller unit, such as a certain division, or one class. Our aim was to erase those imaginary lines between primary, intermediate, and upper grades. There are so few opportunities for the school body to act as a unit. We found that age and size need not limit the individual's feeling of accomplishment. The plan we followed may not apply in every school.

An unused room became our "potting shed." The older boys laid a huge old plasterer's canvas on the floor to protect it. Soil was brought in and screened because the weather was already too inclement in our locality for outdoor work. Empty sand tables were set up for planting benches.

On planting day, the assigned class came to the workroom with their bulb orders and planting containers. Many of these were brought from home and did not represent an additional expense to the parents. As the children entered the room, metal identification tags were distributed, one for each container. At a table on one side of the room, the "storekeepers" counted out the bulbs for each order, and the children took places at the planting bench.

After a demonstration by the science-class advisers, the grower set to work. When his bulbs were carefully set, soil in place, and tag affixed, he was ready to go outdoors to set the pot in the pit for the winter.

The pit had been dug about ten feet wide all across the width of the *(Continued on page 105)*

Children proudly display their pots of sprouted bulbs after removal from pit in the spring.

The History of Our Community

A SCHOOL AND COMMUNITY PROJECT

Marie B. Carver

Teacher, Grades 5-6, Swift Consolidated School,
Bon Secour, Alabama

EDITORIAL NOTE: We received many appreciative letters from teachers after Mrs. Carver's unit appeared in the March issue.

We are confident that her description of community-study activities will also be welcomed. An increasing number of curriculums are including community study in middle and upper grades.

BECAUSE "Good Public Relations" is a topic discussed more frequently each year by teachers, I would like to share my experience with you.

I live in Bon Secour, Alabama, a small rural community near the coast. According to stories I've heard, this community's history goes back to the early 1700's, but very little of the history has ever been recorded. When this fact was presented to my fifth and sixth grades, it was easy to interest the children in doing something about "The History of Our Community."

Our first step was to outline our plans. Next we invited some "old-timers" to help us get started. At first these people were hesitant about coming to school because it had been so long since most of them had taken an active part. When they realized that we were sincere and actually needed and wanted them, they co-operated. From them we received old pictures, books, newspaper clippings, hand-carved picture frames, and valuable papers, but best of all were their offers to help us at any time.

Money is usually an obstacle in an undertaking of this sort, but our whole community was so interested that the school paid all expenses. Our biggest item was for reproducing pictures.

We not only brought the people into the school to work, but the children and I visited in homes where we had never been before. Soon we all felt that we were a part of one community—working to preserve our history.

This was not an easy job but words cannot express the value of an activity like this in improving public relations. Though we have ended the unit, the job is not complete. Our history will grow as the years go by.

As long as I teach in Bon Secour I plan to work with the children a few weeks each year to keep the book up to date. When I leave I hope another teacher will enjoy continuing the history.

Objectives

1. To learn and preserve the history of our community.
2. To foster community pride in the children.
3. To create better public relations.
4. To appreciate the value of old records.
5. To improve the children's art work, story writing, and letter writing.
6. To give the children a concept of time—historically.

Step by Step

1. Divide the history into topics (result of class discussion).
2. List important questions under each topic.
3. Enlist outside help.
4. Classify articles and information; have pictures made.
5. Organize materials, write stories, and draw illustrations.
6. Design the cover and assemble the history. All the pupils worked on covers, and finally voted to accept one.

Activities

The children wrote and mailed thirty letters inviting "old-timers" to come to school. Other letters were written to a member of each old family asking for a short history of the family. Post cards, requesting pictures, were addressed to all people fifty years old who had been born and reared in Bon Secour.

Vocabulary lists became very important, as writing and talking correctly were so necessary to our success. The children found that knowing the right word, and its spelling, was valuable when they tried to take notes from people who were giving them information for the history.

Field trips to gather information were taken to old homes, historic spots, churches, and cemeteries. One outcome of these trips was the series of slide pictures which we made. These included data about the scenes.

When the "family" histories began to come in, the children were surprised to learn that their ancestors had lived in many parts of the world. Maps and globes became necessary tools rather than classroom fixtures as the fifth- and sixth-graders searched for birthplaces mentioned.

Actually, we made two "history" books—one for our town, and one for the Horace Turner Center in Daphne, Alabama.

As recognition for our efforts, we were invited to exhibit and talk about our book at a Troy State Teachers College extension class, at Daphne. Requests also came from the local P.T.A., and a Home Demonstration Club.

Men and women who had long been residents of Bon Secour helped our fifth- and sixth-graders gather the information which was used to complete the detailed history of our town.

Approach

I brought several old pictures of scenes in Bon Secour years ago, and put them on the bulletin board. That started the children asking questions at school and at home. Then they began bringing pictures and other mementoes of the past.

Our Problems

1. Where and how to find the information.
2. Ways to get old pictures, deeds, newspaper clippings, tools, household utensils, early school materials, letters, diaries, bills, clothes, and church and birth records.
3. Financial assistance.

How People Helped

1. The "old-timers" were generous with their time and possessions.
2. Each minister wrote a history of his church.
3. Several men helped us draw a map of our community.

Conclusion

Many teachers will not find it practicable to devote so much time to producing such a complete history, and the job may already be done in other communities. However, many teachers may find *(Continued on page 87)*

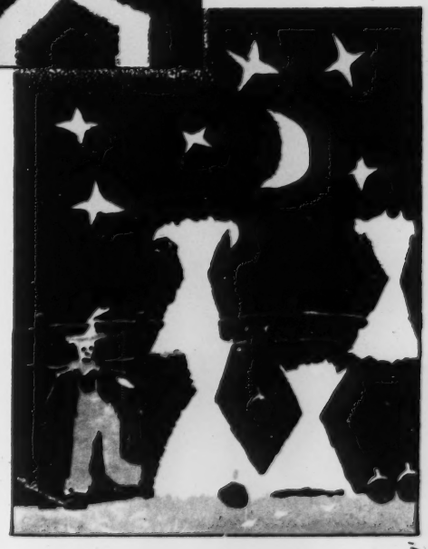
Night Scenes make your room GAY for HALLOWEEN

Esther M. Anderson

Teacher, Fourth Grade, Public Schools,
Phillips, Wisconsin

MOST schoolroom autumn scenes are of the daytime, showing trees ablaze in bright seasonal colors. We decided on autumn night scenes, which would be different, and fun to make. We chose harvest scenes because we had been having lessons in harvesting in language and science classes. We made the scenes in crayon on 9″ x 12″ manila paper, keeping them simple, with colors limited to yellow, orange, and green.

Folding tables around the room held several jars of black showcard color, a brush for each, and water pans. Small groups of children gathered around each table. They brushed the paint from side to side, going right over the small items and well over the waxy edge of the larger ones. We dried the finished scenes on newspaper on the floor. Then we stapled them to orange construction paper, leaving a generous margin. These scenes made an unusual border above the blackboard in our room.



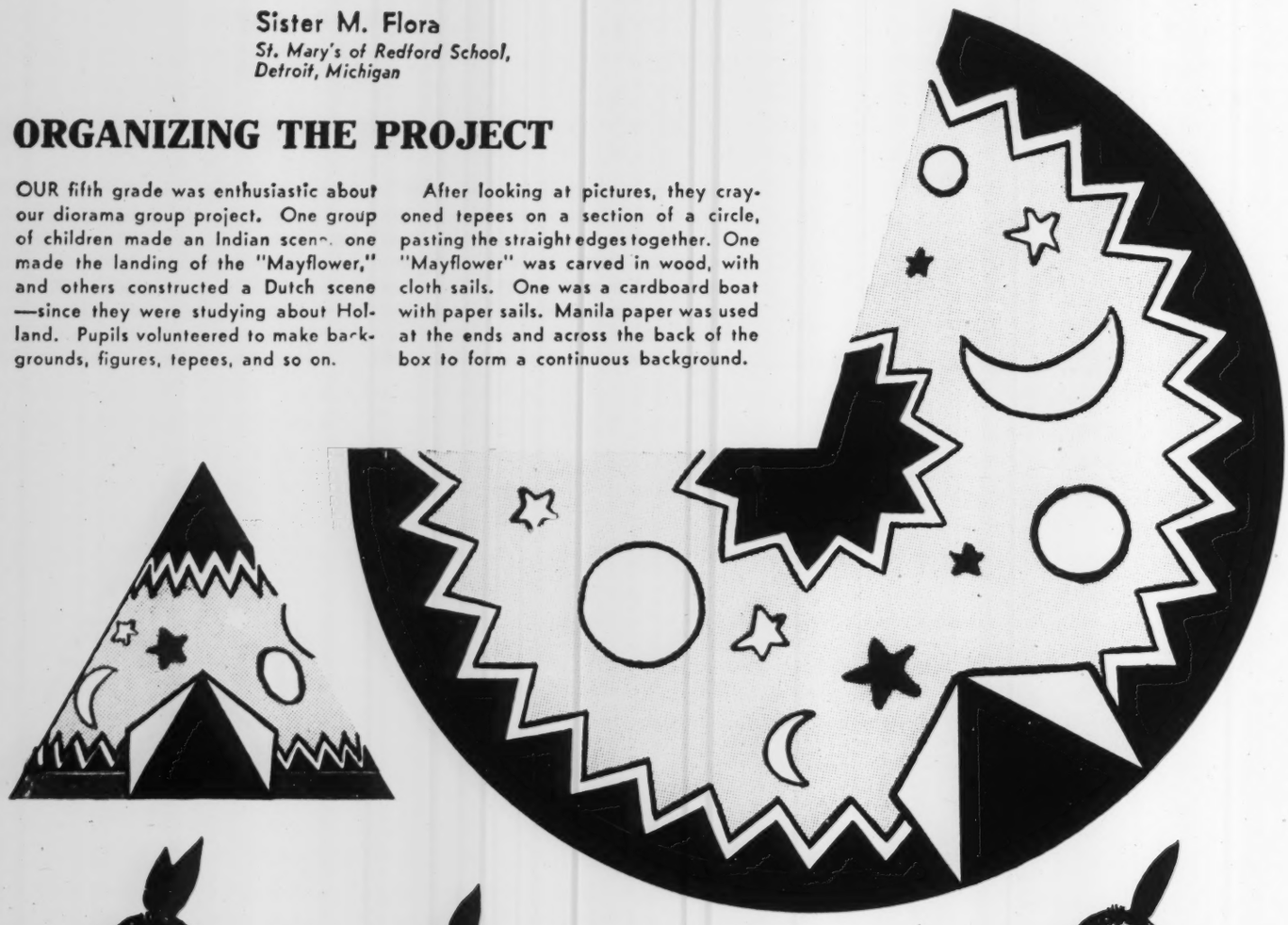
The DIORAMA for Developing Skills

Sister M. Flora
St. Mary's of Redford School, Detroit, Michigan

ORGANIZING THE PROJECT

OUR fifth grade was enthusiastic about our diorama group project. One group of children made an Indian scene, one made the landing of the "Mayflower," and others constructed a Dutch scene —since they were studying about Holland. Pupils volunteered to make backgrounds, figures, tepees, and so on.

After looking at pictures, they crayoned tepees on a section of a circle, pasting the straight edges together. One "Mayflower" was carved in wood, with cloth sails. One was a cardboard boat with paper sails. Manila paper was used at the ends and across the back of the box to form a continuous background.



CONSTRUCTING THE FIGURES

THE pupils made Indians, Pilgrims, and Dutch children from twisted pipe cleaners, dressed in colored paper outfits drawn to fit the skeleton figures. The backs of the costumes were finished also. Black embroidery thread made the hair.

I feel that this project developed ability to plan, use original ideas, co-operate, persevere, and solve problems in a lifelike situation.

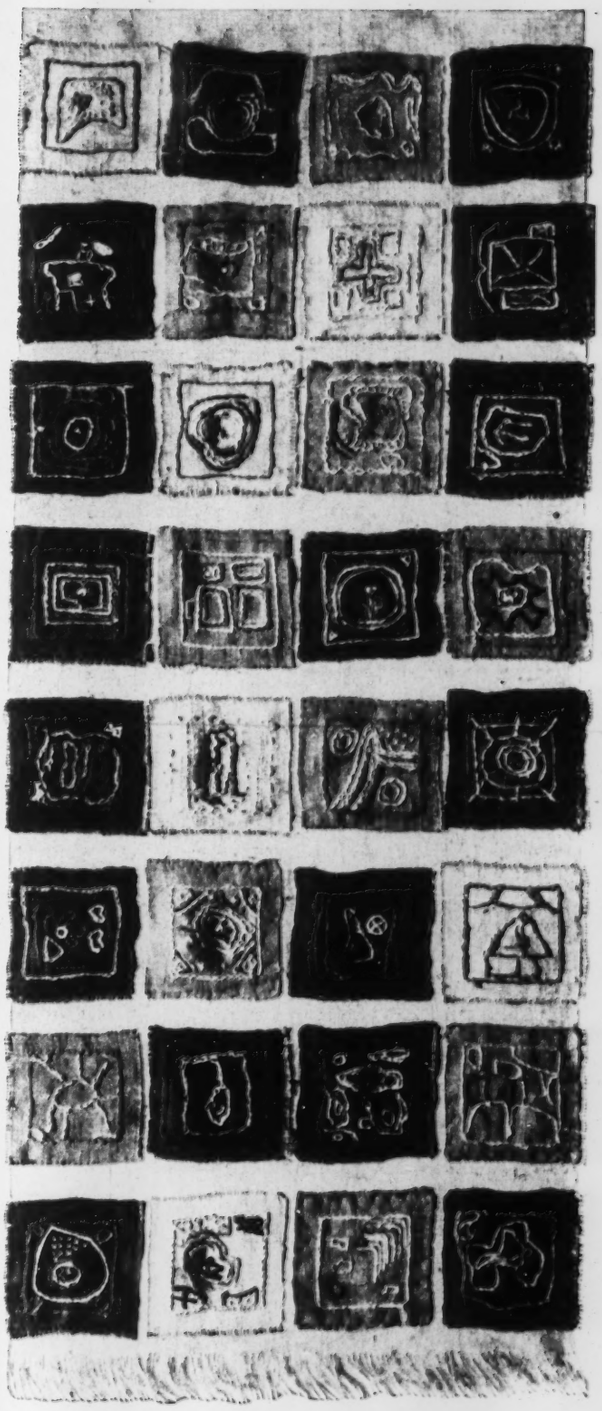
32 Children Made A TAPESTRY

THE INSTRUCTOR '53 Art Contest RUNNER-UP

Helen Worrall

Art Teacher, Public Schools,
Reading, Ohio

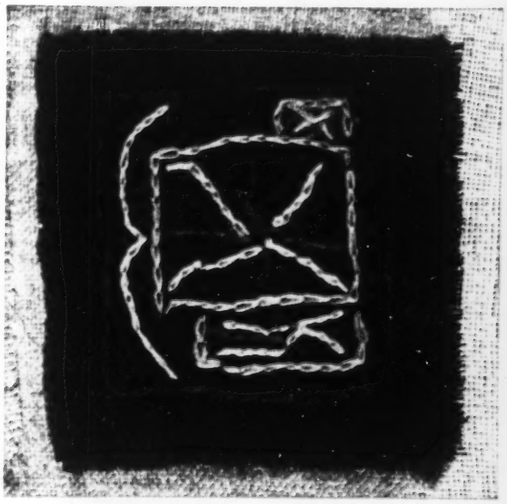
OUR third grade made a wall hanging for their schoolroom. Each child had a part in this project by designing and embroidering a burlap square with gay yarn. We discussed ways of making a line design. Every child's square was included in the finished hanging shown here. The actual finished size was about 3′ x 8′.

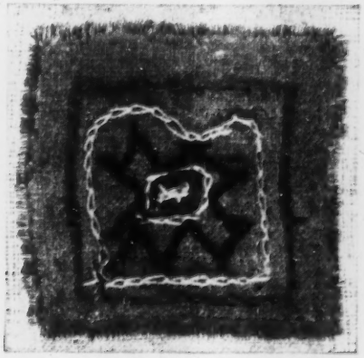


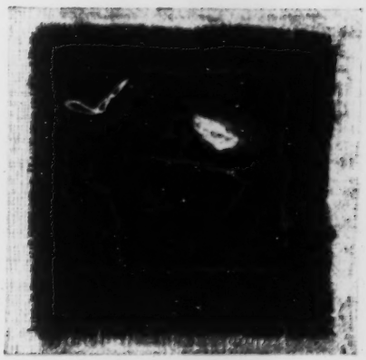
PROCEDURE: Make a large free-form or geometric figure near the center of the square. Repeat this shape and vary the width between the repeat lines. Fill the empty spaces with other shapes related in contour to the spaces which they are to occupy. Add pattern to fill in the bare spaces.

After each child had made several designs in crayon, he chose the one he liked best. As we had no satisfactory way to transfer a design to burlap, each child looked at his design and reproduced it as he stitched. We began with the chain stitch, which was easy for the children to use. Some of the pupils tried other stitches and found the cross stitch useful in adding pattern to bare spots. Learning to stitch was really an achievement! Making a crayon design into a yarn design became a new game.

THE COLORS of the burlap squares were brown, gold, and red. Five colors of yarn were used. The most effective of these was turquoise. When the squares were finished a room mother took them home and sewed them to a piece of natural tan burlap which had been measured to fit a wall space in the classroom. The children thoroughly enjoyed working with the gay materials. The finished hanging made a charming decoration which they could look at with pleasure for a long time. The popularity of working on a collective art project was established.







Dolls of the UNITED NATIONS

LEARNING about the colorful costumes of each land as we study the countries around the world has made our geography in the middle grades more interesting. Boys and girls alike enjoy creating these costumed dolls—especially when they are permitted to choose the country they prefer.

Eleanor J. Sneed

Art Teacher, Monessen School District, Monessen, Pennsylvania

THE FIGURES are drawn and cut from oak tag. The faces, arms, and legs are painted after a discussion of the features and color of each nationality. Then begins the fun of making clothes from scraps. Sometimes treasured costumes from home are brought for reference. Clothes are pasted over the cardboard figure, leaving fullness across the front. Paste the edges under, and mount the figure. Use for book reviews, room friezes, or posters.

Fifth-Graders
Braid Cornshuck Hats

Edith D. Phillips

Supervisor of Fifth Grade, Laboratory School,
State Teachers College, Florence, Alabama

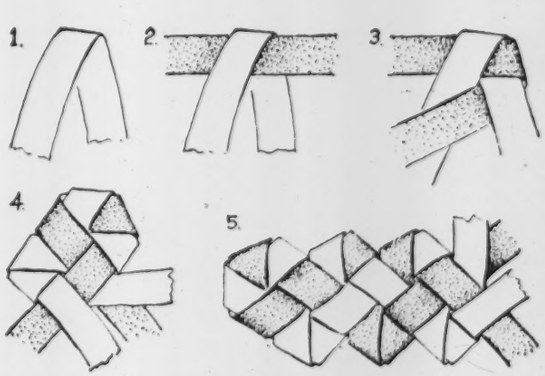
Even high-school girls were proud to model the results

ANYONE can braid. It is an easy craft, requiring no tools; and it is something which pupils enjoy teaching each other. The shucks nearest the kernels of corn make the prettiest braids. Shucks may be used natural color, or dyed with vegetable dyes. Select clean shucks which are uniform in thickness. Clip both ends and cut into ½" strips.

To begin, fold a strip diagonally, and insert another halfway through it, horizontally. (See diagram.) You now have four ends. 1. Start with the first strip on the right; bend it back under the second and over the third to the left. 2. Again starting at the right, bend the first strip back under the second and third and over the fourth.

Now change to the left side. The strip that was last used is now the first strip on the left. Carry out directions as before, but this time weave from left to right. Repeat right and left alternately until you have enough braid.

When nearing the end of a strip, lay a new strip on top of the other. Do not add strips when the strand is on the outer edge of the braid. Protruding short ends can be clipped close. When the braid is finished, cover it with a damp cloth, and press it with a warm, not hot, iron.



Start the hat by coiling a circle as flat as you can on a table. Or if you want an oval, lay a straight keel. Sew with narrow strips of raffia (or waxed button thread) and a tapestry or darning needle. Make horizontal stitches through the centers of the points, overlapping them. Finish off the crown and sew the first row of the brim by stitching over and over instead of flat stitches. A row of braid under the last row stiffens the brim.

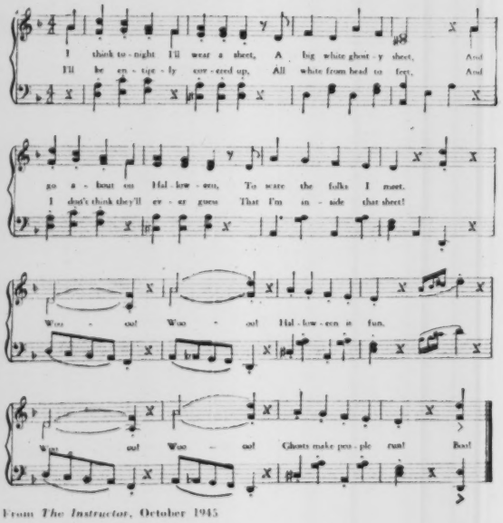
FUN with GHOSTS

Helen B. Alter
Teacher, First Grade, Birney School, Philadelphia, Pennsylvania

THE GHOSTS SHAKE

My first-graders had Halloween fun with ghosts. To initiate the project, we sang a ghost song. The children played that they were ghosts and danced around the room wearing sheets. Then they drew ghosts on the board.

HALLOWEEN GHOST

Words and Music by Wilma Neff

I think to-night I'll wear a sheet, A big white ghost-y sheet, And
I'll be en-tire-ly cov-ered up, All white from head to feet, And
go a-bout on Hal-low-een, To scare the folks I meet.
I don't think they'll ev-er guess That I'm in-side that sheet!
Woo - oo! Woo - oo! Hal-low-een is fun.
Woo - oo! Woo - oo! Ghosts make peo-ple run! Boo!

From *The Instructor*, October 1945

We discovered that ghosty forms could be shown easily by a flowing outline with bulges for arms, legs, and heads. So each child drew his own with white and black crayons on gray drawing paper.

1. Use a flowing white line for the ghost form.
2. Fill the shape with white crayon.
3. Outline with a strong black line.
4. Add large black eyes and mouth.

THE CHILDREN wanted to do more things with ghosts, so we made ghost scenes. We used box lids of various sizes, and did paper cutting and tearing to make the backgrounds and figures. We put the ghosts on paper springs made by cross-folding paper strips ½" x 6". This made the ghosts look alive. These same ghost figures can be made on a larger scale for effective window decorations or bulletin-board displays. The satisfaction each child gets from this project is worth as much as the drawings. Try other animated scenes later.

MASKS that hold up are modeled with COTTON

HELEN HENRY

DIRECTIONS: Bend wire or pipe cleaners into an oval large enough to cover the child's face. Twist the ends of the wire together. Cut crepe paper about one inch larger all around than the wire oval. Fold the edge of the crepe paper over the wire frame and paste, to hold in shape. Have the child hold the mask over his face and mark the position of his eyes, nose, and mouth with crayon.

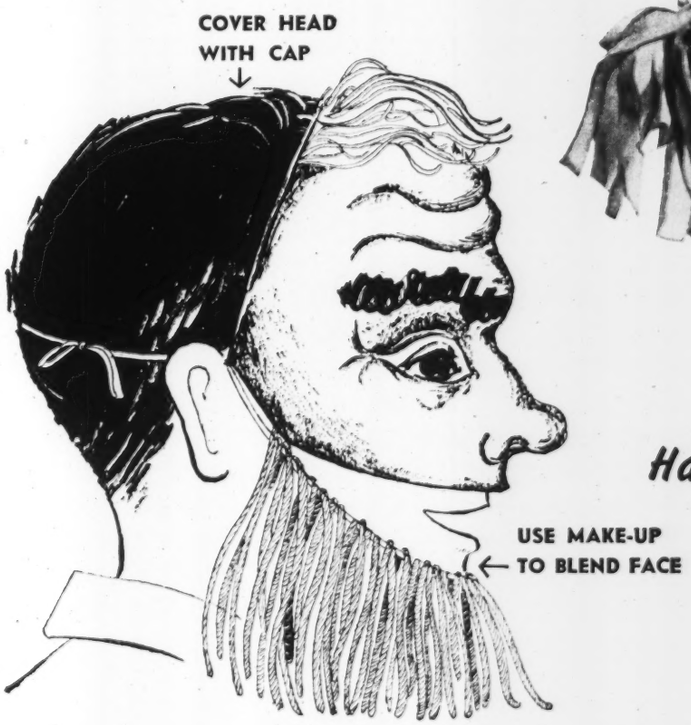
Over this flat crepe-paper oval, place a thin layer of cotton. Build up the cotton in the areas of the forehead, nose, lips, cheekbones, and chin. Wet the cotton with water and mold the face into the desired shape.

Paint the mask with tempera or any other opaque paint. Finish the lips, teeth, and area around the eye-holes in contrasting colors, if this brings out the effect you want for this particular mask. When the tempera has dried thoroughly, a layer of shellac or varnish may be applied to keep the surface smooth. Add strings to tie the mask in place.

For a bearded character face, a novel effect may be obtained by making the cotton mask cover the face to just below the nose. Finish this half mask as described above. Cut a strong piece of cotton tape long enough to go across the chin and over the ears, tying behind the head. Fasten yarn fringe for beard to this matching color tape.

MATERIALS NEEDED

Wire or pipe cleaners
A piece of crepe paper about 9" x 12"
Tempera paint and brushes
Yarn and woven tape (for bearded mask)
Varnish or shellac



Half Mask with Yarn Beard

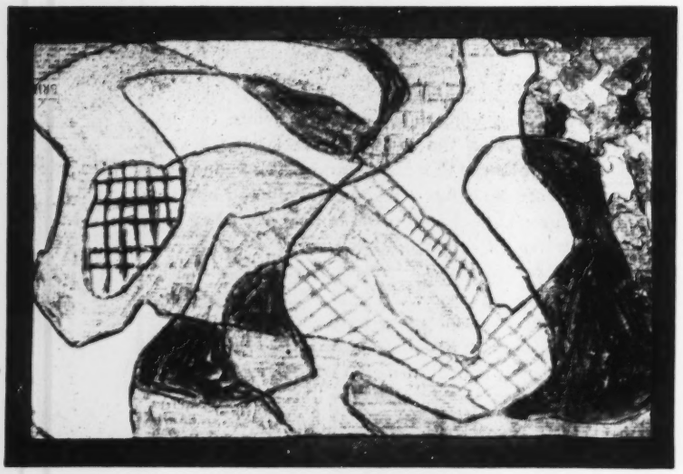
THE ADVANTAGE of a half mask is that it leaves the mouth free—a real advantage for characters with long speaking parts in plays. The make-up of the face can be blended into the mask and beard disguise. The edges of the mask and the beard tapes must be covered by a suitable cap for each character. The beard should be made of several layers of coarse yarn or jute stitched to matching tape. For macabre Halloween masks, make the beard a bright color and long enough to cover the neck.

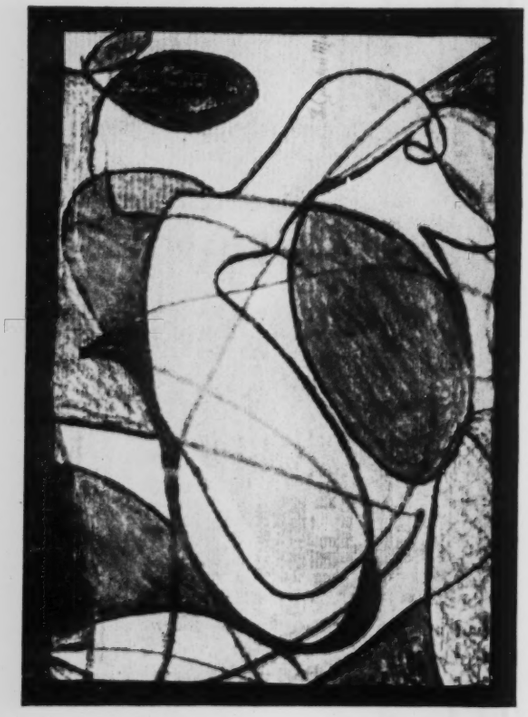
SCRIBBLE DESIGNS

On Old Newspapers

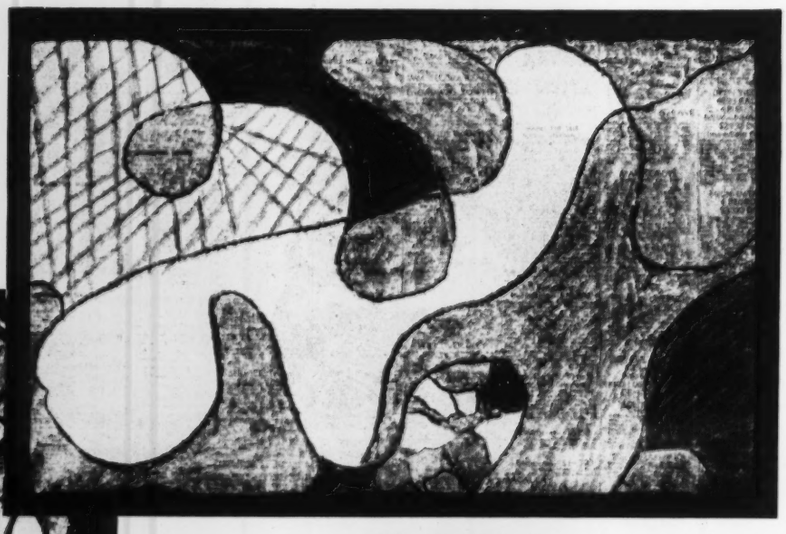
Rose Nickoli
Teacher, Grades 1-5, Minto Mines School,
Minto, British Columbia

DURING a discussion on color values in art, the pupils asked if they could practice color combinations and textures on old newspaper. The children learned that combinations of warm and cool colors are more interesting than all warm or all cool colors, and a dark center of interest is placed on a light background and vice versa.





- On a page of classified advertisements, using a black crayon, draw a continuous line overlapping a number of times.
- Use some warm and some cool colors in the same design, for contrast.
- In color, make textured areas next to plain ones for variety.
- Repeat one color at least twice for balance.



Winner of First Prize, 1953 Travel Contest of THE INSTRUCTOR

Italy IS CALLING ME BACK

Estelle Carruth Work
Supervising Teacher, Third Grade, Laboratory School,
State Teachers College,
Slippery Rock, Pennsylvania

As a WAC in World War II, the author saw some aspects of life in Italy. Here she is shown (on right) with a friend, soon after arrival.

I WANT to go to Italy again—this time, "Capacity: Civilian." I want to see and do the things I so longed to see and do when I was there with a WAC contingent, and which, because of necessary wartime regulations, were then impossible.

As the ship plows her direct course, instead of zigzagging all over the ocean, I want to stand on deck and watch the path of gold that leads to the moon. The blue of the Atlantic will turn to inky black, as I watch in peace and wonder, instead of in fear and wonder.

I want to stand on a balcony in the starlight beauty of an Italian night, where I can smell orange blossoms and concentrate on the music below me—instead of on the enemy planes above.

I want to walk safely through little Italian villages without a guard. I want to see Cassino without mines, and with something alive besides one red rose and one stray dog.

I want to ride a bicycle over the lovely Italian hills, with no fence on either side and no sign of skull and crossbones to bind my path.

Thus far, I'm just another G.I., beset with a good case of nostalgia. Admitted, my longing to return to Italy is personal and, perhaps, emotional, but it is more than that. I want to add to the pictures in my mind—for the sake of comparison. The old ones I could not and would not erase, but they can help me understand the present.

This time, I want to feel myself one of the people—to eat their food, and get to know their homes and see how they live. I want to leave the beaten track and stay in villages and on farms, learn what they have and what they lack, and why. I want to visit schools and factories and business places.

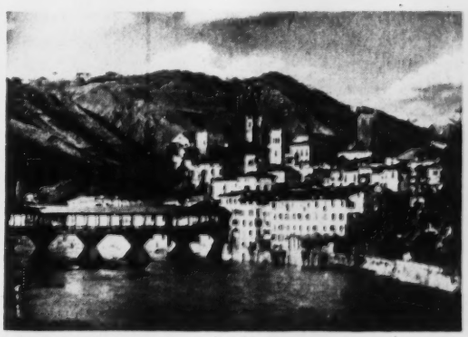
I have a lot of questions waiting to be answered. What is the reaction of the people toward America, and why? What did American occupation troops contribute and what did they take away, in the name of Democracy? What are the needs of the people and how can we help? Something has gone wrong in the past eight years, and I'd give a great deal to understand what and why.

With eight added years of working with adults, and with further formal education, I believe I now have a broader basis for understanding than I had on that other long-ago trip to Italy.

I want to be able to use this dreamed-up trip and its varied experiences in my own teaching when I return to my job. I want to be a better teacher.

Would a lifetime of vacation be too short for such a program? Perhaps, but even in a year I could clarify some things. If I could teach while I was learning, I might be able to stretch one year to three! If you hear of any openings, let me know!

We knew that the list of 1953 Travel Contest prize winners, published in the September INSTRUCTOR, would make you eager to read the winning entries. Here is No. 1! Many others will appear later.



The author hopes to see again Italian towns and countryside, hills and shore. (The oxen are drawing grape-laden carts. The procession is a wedding party.)

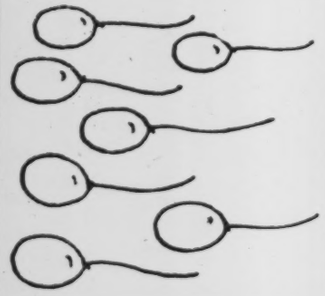
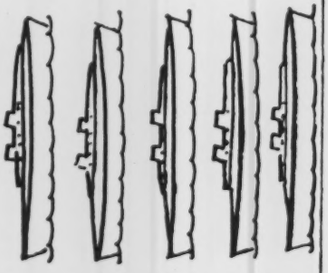
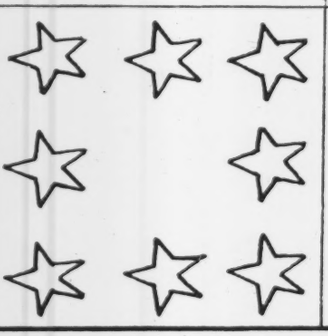
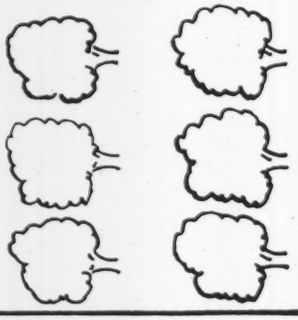
The photographs of Italy were supplied by the Italian State Tourist Office in New York.

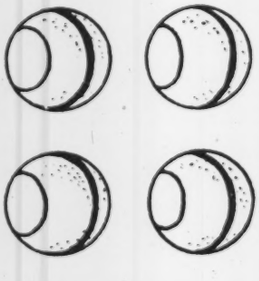
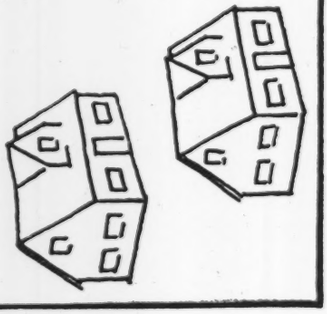
PRIMARY NUMBER SEATWORK

Gloria Sachs

Teacher, First Grade, Lake City School, Seattle, Washington

THIS page will give practice in counting and in number recognition. Make duplicate copies for each one in your class. A line is drawn from the picture to the number that tells how many and another line is drawn from the picture to the word that tells how many.

6	7	8	5
five	eight	six	seven
			

1	3	2	4
four	two	one	three
			

Tree Leaves in the Fall

Paul E. Blackwood

Specialist for Elementary Science, U.S. Office of Education

To help you with your classroom science activities, Mr. Blackwood and Dr. Gould will present this science page each month.

WHAT is the job of leaves and how do they do their work? Why do leaves change color in the fall? We will find some answers to these and other questions about leaves. To understand why tree leaves change color in the fall, we need to know something about how leaves do their work.

How Leaves Do Their Work

Leaves differ in size and shape. You can prove this by comparing the leaves of a willow and a sugar maple, or a catalpa and an elm. Compare the size and shape of different tree leaves in your community.

Leaves are not only different in size and shape. The leaves of some plants have a different job than the leaves of other plants. For example, cabbage leaves store food. The leaves of some plants are useful in helping grow new plants. That is, if you place a cut portion of certain kinds of leaves in wet sand or soil they will begin to develop new plants. Can you find the names of some plants with leaves that will do that? Try them.

But the leaves of most trees have one main job. They make food for the tree. How do leaves make food? We know what materials and conditions are needed for leaves to make food but we know very little about how the process takes place. The materials needed are water and carbon dioxide. The water gets into the leaves from the soil by moving into the roots, then up the trunk of the tree, and on into the leaves through the veins. Examine the veins on several different leaves. You will see them on the underside of the leaf. How do the veins look? Are they all the same size? Inside the leaf the veins are little tubes. The water moves through these tubes and is ready to combine with carbon dioxide—the other material required in order to make food.

Carbon dioxide is a gas. It gets inside the leaf through tiny openings in the surface of the leaf. In most leaves these openings are on the bottom surface. Carbon-dioxide gas occurs in the air in small quantities. The air which we breathe out contains carbon dioxide. Animals breathe out carbon dioxide. Carbon dioxide is made when any of our common fuels burn—wood, gasoline, coal.

In making food for the tree, the important thing is for the carbon dioxide to get into the leaf so it can combine with the water that comes up from the roots. Two special helpers are needed in the leaf to help combine the carbon dioxide and water into food. One of the helpers is sunlight; the other is chlorophyll. Chlorophyll is the green coloring material which is found in leaves. It is mostly found in the cells on the top of leaves. That is a good arrangement, because the sun can shine on the top of the leaf.

What are the foods that leaves make for a tree? The foods are very simple sugar and starch. All during the late spring and summer, the leaves do their work of making food. Then, as fall comes and winter is approaching, the broadleaf trees begin to lose their leaves.

Why the trees lose their leaves in fall is a puzzling question. But there is some information which will help answer it.

Some people say the trees need to rest during the winter. While they rest, they lose their leaves. In a way the trees are resting, yet all the while they are preparing for spring. There is a better explanation.

In some parts of our country the weather gets cold enough to freeze water. Can frozen water get into the roots, up the stem, and into the leaves? Of course it can't. Nature has never worked out a way for ice to move through stems and leaves of plants. In winter the sugar and starch foods mixed with water tend to freeze. There is no way for manufactured food to move from the leaf to the rest of the plant in winter. Since tree leaves can't work in winter, they are lost. In fact most trees grow a little shield between the stem of the leaf and the branch of the tree. The small shield forces the leaf to drop off.

How Leaves Change Color

Now that it is fall, we are more interested in the beautiful colors of leaves than we are in their job of making food for the tree. The fiery colors of our broadleaf trees make a spectacular sight.

It is only in regions with broadleaf trees that we find such beautiful fall colors. Such trees do not grow in all parts of the world. It is only in the north temperate zone that we have such colors during the fall. What could be more colorful than the pawpaws as they ripen their dark-skinned fruit amid beautiful clear, lemon-colored leaves? Or the white ash as its leaves turn violet and bluish bronze, and the soft salmon and rose pink of the wild hazel?

What is it that gives to our fall trees these beautiful colors? You have heard time and again that Jack Frost paints the leaves. Though the frost plays an important part, it is not a true reason for their *(Continued on page 90)*

SCIENCE in the Home - II

HENRY GOULD Professor of Science, State Teachers College at Brockport, N.Y.

HOT-WATER HEATING SYSTEM

The transfer of heat by conduction, convection, and radiation can be demonstrated with a model hot-water heating system. To make a model system (boiler, radiator, and expansion tank) and a house in which to enclose them, you will need:

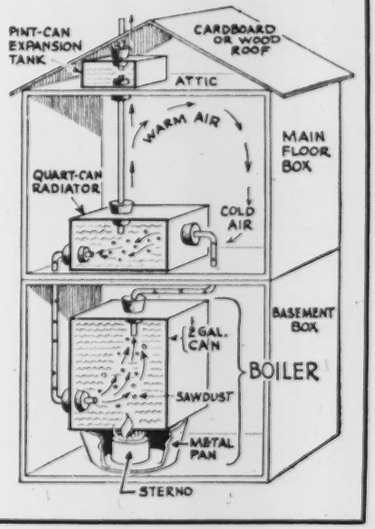
2 wooden boxes
3 metal cans (½ gal.; 1 qt.; 1 pt.) all with screw caps
2 pieces of wood or cardboard for the roof
1 metal pan
1 can Sterno
7 one-hole rubber stoppers or corks bored to fit tubing
glass tubing
a little sawdust

Place a little sawdust in the ½ gallon can. Set up the cans and house as illustrated. It will be necessary to make holes in the sides of the cans and in the boxes for stoppers and tubing. Be sure stoppers fit tightly. Apply sealing material if necessary. Pour water into expansion tank until system is filled and the water rises to half the height of the pint can. Light the Sterno.

The conduction of heat by metals can be illustrated by having pupils feel heat on the top of a can. Convection currents in liquids can be observed by watching the sawdust move in the tubes. Radiation of heat can be illustrated by having pupils feel the warmth when they place their hands near the radiator.

SCIENCE CONCLUSIONS

Heat is a form of energy.
Heat causes liquids to expand.
Hot water is lighter than cold water.
Heat is transferred by conduction, convection, and radiation.



CALL THE COP--

A Daily Check Keeps Our Safety Program on Its Toes

Reef Waldrep

Editor, *Staff Bulletin*, Teacher Publications, Oak Ridge Schools, Oak Ridge, Tennessee

Each child is given the opportunity to call the police station and take notes. Inexperienced telephone users listen on an extension while an experienced child speaks.

TEACHERS in this atomic city have about decided that they need a policeman or fireman to help them. In fact, the sixth-grade pupils of Mrs. Virginia Lindenmeyer at Highland View School have a more than speaking acquaintance with Captain John Livingston of the police force.

Last September, Mrs. Lindenmeyer, who is experienced in safety teaching, launched a new campaign to record the fires and accidents occurring in the entire city of Oak Ridge. This followed the previous year's activity of covering the surrounding district only.

A good safety patrol helps the entire safety program. Ten schools in Oak Ridge were put on the National Safety Council honor roll last year, making the seventh time they have won awards.

Soon the class found that the local paper did not fill their needs, so they made an agreement with the police department. Each morning a child uses the school phone to call the police department for information on every accident and fire in the city for the previous twenty-four hours. Then the areas are indicated on a map of the city.

Linden, another Oak Ridge school, has an accident map, too. Sixth-grade teachers there said, "When an accident occurs, the pupils place a thumbtack on the spot where it happened. At the end of the year they can tell the section where the most accidents occurred."

Safety starts early in the Oak Ridge schools. One Willow Brook teacher begins safety lessons for children using tricycles and wagons. A veteran teacher at Elm Grove teaches what she calls "junior first aid." She believes there are small emergenices which most of her second-graders should be able to handle, such as cleaning a scratch and applying a bandaid.

A safety project at Willow Brook School began with a child's remark that he wanted to be a fireman. Before long, the second-graders were building a fire truck and station. Real firemen visited the room and one provided a siren for the truck. The study ended with an original drama produced by the youngsters for an assembly program.

The big city-wide bike program begins early each spring with the conferring of teachers from the schools' safety council. A committee then prepares a bicycle chart with test sheet plus a list of rules, a pledge for riders, and instructions on how to obtain tags.

Cartoon bulletins made by pupils in the upper grades make a point of safety and less haste in the halls.

Throughout all the schools at Oak Ridge there are safety patrols at work. When school is out the pupils naturally hurry to get to the bus. Patrol boys control the older children and help kindergartners reach the bus safely. New cafeterias were being built at three schools, and the temptation to inspect new construction was strong, so the safety patrol placed signs, *Danger! Stay Away!*

Bill Combs, the sixth-grade teacher and safety-patrol sponsor at Woodland School, repeatedly asks assistance of the police for his safety patrol "captains" and "lieutenants." As a result of their fine co-operation his girls and boys *really like* the cops!

New cafeterias were under construction at three schools and the temptation to inspect them was strong. Special danger signs were made and the directions enforced. As a result, there were no accidents involving school children.

Accidents can happen inside the school, too. Modern equipment may prove hazardous if not used properly. The Oak Ridge children found the electric kiln was a danger spot, so they posted reminder signs.

The Farmer's Back Yard

Mildred Bair Lissfelt

THE farmer's wife had forgotten to bring in her wash. When the woods people came out to romp in the back yard, there were the clothes flapping in the breeze. And while they flapped, Gentle Breeze sang a song,

"Flippety flop, flippety flop;
Clippety clop, clippety clop.
Swish, swish, who-oo, who-oo;
Skippety, skippety—boo!"

The woods people looked up in surprise. Why were there clothes on the line at night? They were hanging right across the yard and would spoil all the fun. Old Owl ruffled his feathers and called,

"Who-oo, who-oo are you-oo,
To dare who-oo as I do?
Take care—up there—
Beware whom you try to scare."

But the clothes kept on flipping and flapping.

Old Owl grew very angry. He flapped his wings and hopped up and down. Gentle Breeze laughed softly, and sang,

"Oh, silly, funny, old owl,
How you do moan and scowl.
You're not half so wise
As those holes you call eyes,
Or you'd see what a prize
Is here in your size."

At this all the woods people sat up and took notice. There on the farmer's line were clothes in all sizes—clothes to fit the farmer, his wife, and his children. And here were the woods people with no clothes at all except the feathers and fur they wore every day.

Red Fox was the first to say anything.

"What a chance, what a chance,
To get myself a pair of pants.
Come on, friends, don't be slow.
Take your pick. Let's go!"

So all the woods people scampered up to the clothesline. But how could they unpin them?

Gray Squirrel, who was the best climber, solved the problem. He ran up the clothes pole and with his sharp teeth pulled out the pins, one after another, and dropped them on the ground. Of course the clothes dropped, too. Gray Squirrel scolded the woods people who just stared.

"Chitter-chatter, chitter-chatter.
What's the matter? What's the matter?
Get your clothes before they scatter."

The woods people began to grab. What a scramble!

Wild Duck draped an apron over her back like a cape.

Brown Rabbit struggled into a shirt.

Garter Snake slithered into a stocking.

Green Frog pulled a baby's cap over his head.

Tiny Cricket tried to use a hair ribbon for a sash and got lost in it.

Lazy Lizard crawled into a glove and went to sleep.

Old Owl fastened a high collar and a black tie around his neck.

Red Fox got his pair of pants.

All the woods people had found clothes to wear. But what was left for Gray Squirrel who had unfastened the pins? There were only some bright yellow suspenders.

"Ha, ha," Red Fox laughed. "What in the world will you do with those?" *(Continued on page 71)*

Jimmy's Costume

Grayce Krogh Boller

JIMMY walked slowly home alone from school at noon. He thought about the Halloween party that afternoon. Jimmy should have been happy about a party but he wasn't. He had just come to this school and hardly knew any of the boys and girls.

"If I had a costume and a mask, they wouldn't know I was the new boy," he told himself for the tenth time.

But this morning his costume hadn't been unpacked yet. There were so many trunks and boxes and Mother didn't know which one held Jimmy's clown suit.

"I guess she won't get to my clown suit," Jimmy sighed. "She has so many boxes to unpack and the twins to take care of. I hope Grandma has come to help."

That was one good thing, anyway, for Grandma was there, getting lunch. Jimmy cheered up right away. He even told about the Halloween party at school.

"What are you going to be?" Grandma asked.

"I guess I'll just be Jimmy," and he tried to smile. "Mother doesn't have my clown costume unpacked yet. But just being Jimmy won't be much fun."

"No," Grandma chuckled. "It is fun on ordinary days but for a special day like Halloween, you should be somebody else."

"Oh, Jimmy," Grandma called a few minutes later, "I brought you something. It's here in this box."

"Thank you, Grandma!" said Jimmy. She usually brought him something nice when she came to visit.

As he took the lid off the big box, Jimmy sniffed eagerly. A wonderful, spicy, molasses fragrance crept out. He could hardly wait to lift off the waxed paper. How nice they looked! Real Halloween molasses cookies, cut in the shapes of pumpkins, cats, and owls.

"Mmmmm!" Jimmy beamed. "I wish I had a lot of friends to help me eat them, Grandma!"

"Why, that gives me an idea! An idea for a costume, Jimmy!" And Grandma hurried off.

Soon she came back holding a small, white apron and a napkin. Quickly she fastened the apron around Jimmy's middle. A few twists of her fingers and the white napkin suddenly became a chef's tall hat. Cocked on Jimmy's head, it looked very real.

Next Grandma laid the Halloween cookies out on one of his mother's trays.

"There now, baker boy!" she laughed. "You will be the most popular one at the party! Not only do you have a different costume but you have cookies to share as well! Oh, yes, I brought you a mask, too."

"Thanks, Grandma!" Jimmy hugged her. "This will be the very best Halloween ever!"

And so it was. Jimmy went to school in his baker-boy outfit. He shared his cookies with everyone. All the boys and girls wondered who this could be. No one had ever been so generous before. No one had ever had such a costume, either.

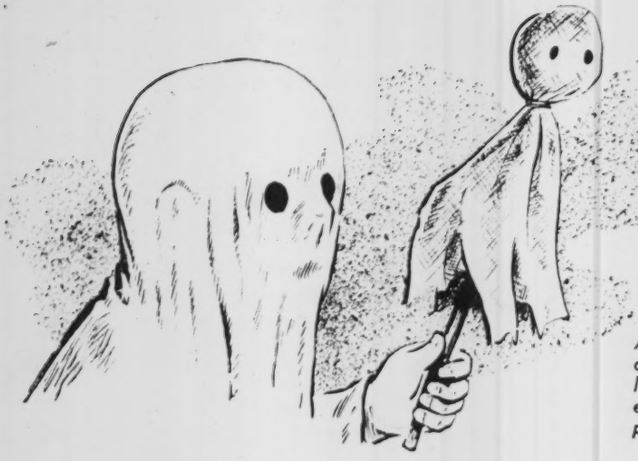
"Who is it?" they all asked.

At last it was time to take off the masks. Everyone looked at the baker boy.

"It is Jimmy!" they all cried happily. "Thank you for the nice treat!"

Jimmy didn't walk home alone. He had plenty of boys and girls to walk with him now.

"This was better than a clown suit," he told himself as he took off his tall hat. "This has been a wonderful Halloween!"



Boo!

Words and Music by Liane Weber

A GROUP of my pupils made little ghosts from a ball of paper, covered with cheesecloth. They fastened each to the end of a 1" x 1" stick eighteen inches long. Then, dressed in old white sheets, and holding the sticks, they did a very effective rhythm drill by waving the sticks in unison to the music. They sang the piece through first, with the sticks hidden behind them, and then did the drill.

From round the cor - ner on Hal - low - een We're the ghost-liest ghosts you've ev - er seen! Some are fat,

and some are lean, But we all go Boo! We're not try - ing to be mean—

On - ly want to make you scream! We're just root - ing for our team With a Boo! Boo!

Boo! One, two, three, four, here we come; Five, six, sev'n, eight, bet - ter run! Can't you

see we're aft - er you With our Boo! Boo! Boo! Black cats creep - ing by our side,

Witch - es with their brooms to ride. Bet - ter run a - way and hide! Boo! Boo! Boo!

Jack Frost Goes to Work

Mabel Harmer

JACK FROST came bounding out of his cave, sniffed the air, and cried, "Sure as snaffles, summer is over! That good tangy autumn smell is in the breeze and there's a haze over the valley. I'll have to get busy right away mixing my fall colors."

He turned three somersaults for sheer joy; then brought out his old paint pots and lined them up in a row. Next he put a sign on the nearest pine tree which read:

FROST AT WORK

He found his brushes and as he looked them over carefully, he remarked, "Hm, it looks as if I didn't do much of a cleaning job on these last year. I must have been in an awful hurry to get to sleep. Well, it just means double work this fall."

He cleaned the brushes and brought out the paints. "High, deedle dum," sang Jack Frost, "summer has gone and autumn has come! Now, which color shall I mix first? I think that I'll start on red for the maple trees. Then I'll do some sunbeam yellow, a pot of cinnamon brown, and the usual silver white."

He scraped all the old paint out of the red pot and put in some ground rose berries, a bunch of dried poppy petals, and a dozen red peppers. "Now that looks about right," he said. Just to make sure he painted a leaf or two on a near-by tree.

"Gorgeous! simply gorgeous!" exclaimed a voice overhead, and Jack Frost looked up to see the bright eyes of his little friend, Sammy Squirrel.

"Thanks. I'm glad you like it," said Jack Frost, pleased.

"Oh, it's my favorite color," said Sammy, "next to brown, that is. I like brown because of the nuts and acorns. You'll understand, of course."

"Of course," said Jack Frost. "I'm going to start brown soon."

"Meanwhile," said Sammy, "could you do me a great favor?"

"I'd be glad to," answered Jack Frost. "That is, if it doesn't take too much time. I'm very busy, as you can see."

"Well, it's like this." Sammy lowered his voice almost to a whisper. "Samantha has been so grumpy lately that I can hardly live with her. I shudder to think of spending an entire winter in our house with her present temper. I was thinking that if you would paint the inside of our house with some of that red paint it might help cheer her up. She's away now and it would be a lovely surprise."

Jack Frost looked at all the empty pots. He really had a tremendous amount of work to do. But Sammy looked so anxious that Jack Frost smiled and said, "All right. But I must hurry. I really should get these colors mixed before nightfall."

He picked up the red paint pot, dashed over to the near-by spruce tree, and painted the inside of Sammy's house.

"Oh, thank you!" cried the happy squirrel. "It's friends like you that make living a pleasure."

"You're very welcome," replied Jack Frost, rushing back to his work. He had to hurry faster than ever to make up for the lost time, so he sang with greater vim:

"High deedle dum, high deedle dee.
Here's autumn gold for the poplar tree."

Then he threw in some powdered goldenrod. "This is a lovely color," he said. "It is so rich and sunshiny and heart-warming. Sometimes I think I like it almost as much as I do the red."

"I like it even better," said a voice, and Jack Frost turned to see his good friend, Jack Rabbit. They had always been the best of pals because they had the same first name. In fact, Jack Rabbit often *(Continued on page 71)*

The Ringing Doorbell

Margaret Goff Clark

DONALD," said Aunt Harriet, "I need a detective. Can you help me?"

"Sure," said Donald. "What's happened?"

Donald was sitting on Aunt Harriet's back porch, petting her new cat, Ginger.

"It's a mystery," she said. "Our doorbell rings, but by the time I get to the door and open it no one is there."

"Maybe someone is playing a trick on you for Halloween," said Donald. "They ring the bell, and then run and hide."

Aunt Harriet sighed, "That may be it, but no matter how fast I run, I never see anybody."

"Is it your front door?" asked Donald.

Aunt Harriet nodded. "Yes, and it's never at night when it rings. Usually it's around noon or about five-thirty in the afternoon."

"I'll watch," said Donald. "I can see your front walk from across the street at our house. If anyone goes up on your porch I'll catch them. I'll start watching this afternoon."

"I wish you would," Aunt Harriet said. "I'm tired of running to that door and finding no one."

A yellow leaf blew across the porch. Ginger leaped out of Donald's arms and ran after it.

"Where did you get this pretty yellow cat?" Donald asked.

"Ginger belonged to a friend who moved to a city apartment."

"And your friend thought Ginger wouldn't like being cooped up all the time?" said Donald.

"Yes, Ginger's used to running around outdoors all day. My friend says he's a very smart cat, but all I've noticed is that he eats enough for two cats."

"He's as big as two cats," said Donald. "Well, I guess I'll go home now and start watching your front door. It must be almost five o'clock."

Donald sat on the front steps of his house until his mother called him to supper. He could see most of Aunt Harriet's walk. A big lilac bush stood right where the walk made a turn to the front steps so he couldn't actually see the front door. But anyone who rang the doorbell would have to go up the walk, and no one had.

After Donald had eaten supper he telephoned Aunt Harriet. "I guess your doorbell didn't ring this afternoon," he said. "I was watching every minute and no one came."

"Oh, yes, it did ring," said Aunt Harriet, "at about five-thirty, as usual. I just went to the window and looked out. No one was there."

"This *is* a mystery," Donald said. "I was right on our front porch at five-thirty. But don't worry, Aunt Harriet, I'll catch your doorbell ringer tomorrow."

How could anyone ring Aunt Harriet's doorbell? Donald tried to figure it out when he went to bed. Had someone climbed over the railing on the far side of the porch and crawled over to the doorbell?

The next morning at eleven o'clock Donald went across to Aunt Harriet's front yard. He looked up and down the street. Then he hid behind the big lilac bush by the steps.

He peeked through the leaves. Yes, he could see the front door clearly. He sat down to wait.

It seemed as if he were there a long time. He was glad when Ginger came around from the back of the house. Maybe the cat would come over and play with him. *(Continued on page 75)*

Kindergarten and Primary Stories

Rain in the Wind

Bernice Burbank Sherman

CHO-TAH came slowly down the path to the river where a small canoe lay among the reeds. Near by, covered with skins, was the large family dugout, built in Ojibway fashion, for long journeys on the waterways of their beautiful homeland. Cho-tah's people lived in the forest land between Winnipeg and the large lake which we now call Lake Superior.

Chotah was not pleased that none of the party had unloaded their dugouts. It meant that they would travel still farther in search of a winter home.

Cho-tah looked across at the small roundheaded mountain. It seemed to be standing on its own reflection in the blue river water. Farther up the river were wide reaches of yellow marsh land with, here and there, a tree-covered headland. Back of everything rose the long bright hills, all red, yellow, and purple with autumn. Oh, why should they go further?

The willows swished apart. Running-Feet, Cho-tah's friend, sat down beside her, giggling with happiness.

"How good your mother is, Cho-tah, to give us the canoe for all day!"

Running-Feet began pulling at the canoe. Cho-tah sat still.

"Grandfather says there is rain in the wind. He smells it."

"Rain in the wind," sang the joyful Running-Feet.

"Rain comes—today or tomorrow
It patters on the river with many little feet.
It hangs on the branches of the trees.
Rain comes today or tomorrow.
Whenever it comes it is good, good, good!"

While she sang, Running-Feet danced. "Come, come, Cho-tah. Push off!"

Cho-tah stood up and sniffed. "There is surely rain in the wind today. Grandfather says so. Do you think we should go?"

"Yes," puffed Running-Feet. "Our people may move tomorrow. There, jump in, Cho-tah."

"Oh," cried Cho-tah, "I do not want to leave this place." She grasped her paddle. The canoe skimmed away from the shore and up the slow blue-green current of the river. Running-Feet sat in the bow of the canoe, Cho-tah at the rear, steering.

Faster flew the paddles. Sometimes the forest grew down to the edge of the water. Sometimes there were low flats with small channels leading off through the cattails and willows. The girls slipped into one of these. They found themselves in a maze of tiny, branching waterways. The reeds rose high above their heads. Often there were willows, or bluffs covered with hemlock trees.

"Cho-tah," whispered Running-Feet, "let's get lost."

She began to paddle faster. Cho-tah steered the canoe first into one channel, then another. Running-Feet was enjoying herself, but Cho-tah could not forget that they would soon leave this beautiful place.

"Do not care so greatly," begged Running-Feet. "We may stop here again next spring. Anyhow we must go where the fields of river rice grow, so that we will have food for winter."

Cho-tah moved her paddle thoughtfully in the brown-green water. Straight ahead rose a bank where great roots of a grandfather hemlock turned and twisted down into the mud. Halfway up the trunk the girls spied a dark hole.

"Bears, maybe," guessed Cho-tah, peering upward.

Running-Feet pounded against the roots with her paddle, and shouted, "Mr. Bear, are you at home?"

Only the black hole stared down at them.

"See, Cho-tah," Running-Feet exclaimed, "it grows darker."

"When Grandfather smells rain," answered Cho-tah, "there is always rain." She shook her head sadly, "And we have not found it."

"Cho-tah, have you been hunting for something all this time?"

"I thought that if we could find a field of river rice, our people would unload the dugouts and pitch the tepees in this place."

The channel slipped out again into the open river. Running-Feet pointed upstream. "Here comes the rain!" she cried.

Far ahead, across the flat water, a gray wall of mist moved slantwise *(Continued on page 75)*

STORIES for MIDDLE GRADES

The Floppy Swap

Ruth E. Hofer

EVERYONE was talking at once. The school playground was full of excitement.

"What are you going to wear, Betty?" shouted one voice.

"I hope our room wins again this year for having the best costumes," another yelled.

"My mother is going to buy me a pirate suit," cried a small voice.

But in the midst of all this excitement two boys stood off by themselves. Don and Mike were sixth-graders and they had gone through all this for the past five years.

"Same old plans for Halloween," Don growled.

"Yes," said Mike. "But what are we going to do? You heard what the principal said. As usual, every room in the school is having a Halloween party. It has to be a masquerade, too, so that each room can join in the school parade before the parties start."

"Oh, I know," chimed in Don, "and as he said, if we don't all dress up it isn't any fun. The little kids like it and even most of the kids in my room do too."

"I wish we were in the same sixth grade. If there were two of us in the same room who didn't dress up no one would think anything about it."

"If you are going to wish," put in Don, "you might as well wish that we were in junior high where they have night parties."

"Well, anyway we won't have school for a whole afternoon."

That night Mike had an idea. He lay in bed and thought about it for a long time. He could hardly wait to tell Don. Yet, he knew that they must guard the secret carefully if the plan were going to work. The next morning Mike rushed to school to tell Don his plan.

"Listen, Don," said Mike as soon as he could get him off by himself. "I have the best plan. It's a super idea. We'll have more fun on Halloween than anyone in the whole school."

"What are we going to do?" asked Don.

"Well," replied Mike, "let's both dress exactly the same way. After the parade I'll go to your room and you'll go to mine. Then the fun will begin when they try to guess us."

"What will happen when they finally do?" asked Don.

"Just wait and see what happens," replied Mike with a grin.

"It will be neat," Don said, "and let's not tell anyone."

During the next three days Don and Mike joined in all the discussions about the Halloween party. They never told their secret to anyone and even their mothers didn't know what they planned to wear.

At last, Halloween arrived. The morning *(Continued on page 73)*

Verse for October Days

How Can We Tell?

Revah Summersgill

We don't need a calendar
  To learn that autumn's come.
We need but look at hazy hills
  And hear the locusts hum.
We don't need a calendar—
  We need but listen how
Wind shakes the brittle cornstalks.
  The brook runs slowly now,
To signal that the fall is here,
  And bird-flight overhead
Is toward the South. Even the trees
  Have put on leaves of red
Which are their autumn dresses.
  In fields, the frost webs glisten
Each early morn. To know it's fall,
  We need but *look* and *listen!*

Bobbing for Apples

Helen Ramsey

GROUP—
On Halloween we play a game,
It has a funny sort of name,
But it is jolly, all the same.
SOLO—
It's bobbing for apples.
GROUP—
You put a big tub on the floor,
Add water. (Careful how you pour!)
Then drop in apples by the score.
SOLO—
Start bobbing for apples.
GROUP—
You squat right down there on your knees,
The water's cold; you simply freeze,
And maybe you will even sneeze.
(*Loud kerchoos.*)
SOLO—
When bobbing for apples.
GROUP—
Oh, apple-bobbing's fun, you bet!
And who cares if you *do* get wet?
You *eat* the ones that you can get.
SOLO—
That's bobbing for apples.

Indian Names

Ilo Orleans

Grandpa and I play *Indians*,
When we are on a hike.
We make up names, which we believe
The Indians would like.

Chief Buffalo Tail,
Chief Lion Paw,
Chief Reindeer Antlers,
Chief Tiger Claw,

Chief Elephant Tusk,
Chief Camel Hump,
Chief Panther Eye,
Chief Rhino Rump,

Chief Hippo Tooth,
Chief Eagle Feather,
Chief Wrinkled Meat,
Chief Stormy Weather.

And I am Hiawatha;
Grandpa is Big Chief Bear;
And we enjoy ourselves as much
As Indians anywhere.

Celebrate Poetry Day October 14

Crickets Stay Up Late

Florence Eakman

I go to bed when it is night,
And get up with the morning's light;
But crickets choose a different way,
Because they like to sleep by day.
They sing their songs throughout the night,
And hide away when it is light.

Autumn Bluebirds

Aileen Fisher

They never seem to want to go—
they flit around the yard.
They twit: "It's sad to leave, you know.
Good-bys are always hard."

They chitter gentle little rhymes,
and hang around the door.
They say good-by a dozen times;
then settle down once more.

They flash their blue against the gold
of stubble-field and hill,
and chirp: "Tomorrow it may be cold."
Tomorrow they linger still.

Then, suddenly, with snow clouds blown
across the purple haze,
We find that we are left alone
with chickadees and jays!

Unkind Thoughts

Isabelle Cox

I like to think that all the unkind thoughts
Are gathered in a heaping pile each fall;
The way we rake up dead leaves from our street
To make a blazing bonfire of them all.

The Hole

Clifton J. Noble

Look at our woodshed! Under the door
Gapes a black hole that runs under the floor.
It's too big for a mouse and too small for a bear.
What sort of an animal rustles in there?
Is it skunk? Is it snake? Is it woodchuck or rat?
Is it squirrel hiding walnuts or only a cat?
From the corner I watch and I hope I can nab it,
When, Poof! it hops out and it's only a rabbit.

The Bonfire's Dinner

Naida Dickson

A bonfire! A bonfire!
  Come quick to the bonfire,
And watch how it greedily eats!
  Noisily chewing
  At sticks, and out-spewing
Sparks, cinders, and smoke, as it heats!

A bonfire's exciting
  So busily biting
At kindling-wood placed there at first!
  In food he is wallowing—
  Papers, whole-swallowing!
He eats till you'd think he would burst!

  Feed him and stuff!
  He won't get enough,
But will roar out for more food to fill him—
  And when it's all eaten,
  He's sulky—seems beaten—
And one drink of water will kill him!

Halloween Fun

Ruth Dana Pederson

Choose a handsome pumpkin
Growing in the sun,
  You can use the smallest
  Or a bigger one.
Cut a hole into the top,
Dig out pulp and seeds,
  Carve the eyes and then the nose
  A jack-o'-lantern needs.
Cut a grinning toothsome mouth
Very deep and wide,
  Put a lighted candle
  In the dark inside,
Then go creeping through the night
Quiet as an elf,
  Frightening the neighbors—
  But don't get scared yourself.

The Fireman

Judy Benning

I'm a little fireman,
Waterproofed from head
  to toe.
I hop on my truck
And away I go.

I hurry down the street
Ringing my bell—
The red fire I see
And the black smoke
  I smell.

I jump off my truck
And, with the water hose,
I spray the water on
And away the fire goes!

Autumn's Indian Braves

Madeline G. Wilson

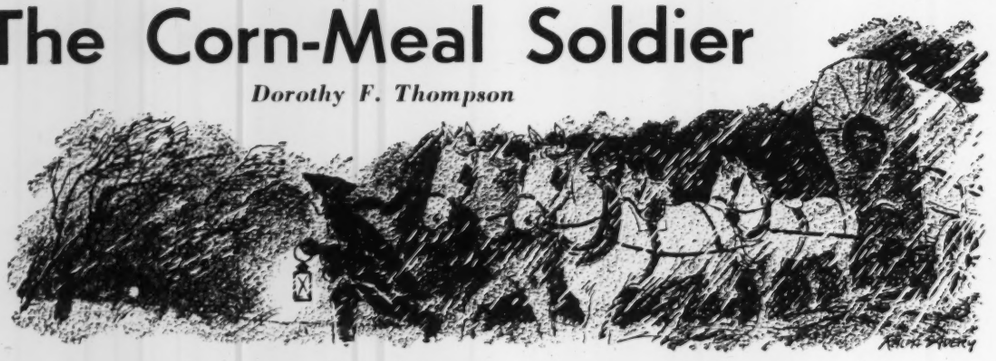
The autumn leaves are not "just leaves."
That is, they're not to me.
They are a tribe of Indians
As brave as they can be.

I saw some creep across our walk.
In all their bright array,
And hold a "pow-wow" by a tree
In our front yard today.

And then they did a tribal dance.
It was, indeed, a show!
And soon they dashed away to *hunt*—
Just what I'll never know!

The Corn-Meal Soldier

Dorothy F. Thompson



As his older brother mounted his horse and said goodby, Peter Decker was aware that Herman had changed. He looked tired and thin. His Continental uniform had been neatly mended, and he had new boots for his swollen feet. But he did not smile or joke about how many Red-Coated soldiers he'd chase into the sea, as he had done when he first joined Washington's army.

"I wish I were sixteen, so I could go with you and be a soldier," said Peter. He was thinking of the exciting stories Herman had told him about the bravery of Washington's men.

Herman leaned over to touch Peter's shoulder. "Father's going to need your help here. Many men won't sell us food, because the General can't pay them in gold. They say our paper money is not good. How are we to keep going on empty stomachs?

"Farewell, Mother and Gerda! Farewell, Father and Peter!" Herman cried, waving his hand and turning his horse to leave.

They watched him until he disappeared out of sight.

"I'm glad that he has a clear day for his journey," said Peter's mother bravely. Peter knew it was not easy for her to see his brother ride off to war.

"When is Herman going to come back?" asked chubby little Gerda. "Will it be soon?"

"If the winter weather is good, he will come home again," was Mr. Decker's reply.

"You and I must get to our spinning, Gerda. I would like to finish a wool cover for your father to take, when he goes to Valley Forge." Mrs. Decker took hold of her small daughter's arm and led her into the house.

"Come, Peter! We shall fix the door on the barn and build a new stall for the stallion. I've saved enough nails."

Peter was glad to have something to do that would help him forget Herman's departure. And it was not often that they had enough nails for much carpentry work. He hurried after his father.

It was early morning two days later. As Peter came into the kitchen for breakfast, his mother handed him a bowl of porridge.

His father greeted him with a nod. "I'm glad to see you up in time to do the milking. I'm taking a wagon of corn meal to Valley Forge, Son. If things are as bad as Herman says, we shouldn't wait another day."

"May I go with you?" asked Peter hopefully.

"No, I think you should stay here and do the milking and feed the animals."

Peter felt crushed. It was bad enough not to be able to ride off gallantly to adventure, as Herman had done. But to stay home and feed cows was almost too much. Yet he tried not to show his disappointment.

"Taking care of things here is easy," he said. "But how will you get through to the camp if this wind blows up a storm? It's rattling the shutters upstairs."

"I'll go through the gap," Mr. Decker replied. "It's a little longer than going across the hill trail but I'll stop for the night at Tom Greenwald's Tavern. I'm curious to see how things are going with Tom."

"I wish you would wait until it's a calm day," Peter's mother said anxiously.

"Perhaps that would be wiser. Only I don't like to think of those hungry men when we have plenty of food in our barns.

"Herman says our cause will be lost if General Washington can't keep his ragged army together through this winter. Hundreds of men are deserting him."

Mrs. Decker shook her head. "Who shall blame them for leaving, when they haven't enough shoes or coats to warm them from the cold? We'll have to do what we can to help them. I'll gather up all the stockings I've knitted. They will keep some lads' feet from swelling with the frost."

Peter and his father rolled the barrels of meal up the planks and into the wagon. When the wagon was filled, Peter climbed to the loft to get the cover. As he returned, he heard a groan. His father was standing there cradling his right arm with his other hand.

Running to help, he asked, "What happened?"

"The plank slipped and struck my elbow. *(Continued on page 76)*

UPPER-GRADE STORIES

Witches' Charm School

Maxine Bellew

Winifred Witch woke up very early on October first. She pushed her stringy black hair from her eyes and went to her mirror to take a look at herself. "What a sight I am," she remarked to Bruno, her black cat. Winifred Witch grabbed her hairbrush and began to brush and brush and brush her long, wispy hair. But she only succeeded in making it stand out more bristly than ever.

"Hmmm——, this won't do," Winifred Witch said to Bruno. "I want my hair to be glossy and shiny by Halloween night." But she could not spend the whole morning brushing her hair so she finally tied it back with a red ribbon. This made her look as if she had a pony's tail. But Winifred Witch rather liked the effect. She smiled to herself.

"How do I look, Bruno?"

Bruno arched his back and spit in answer.

"Well, I'll do something else when I have more time. Maybe I'll even try a home permanent."

After breakfast, Winifred Witch washed the dishes while Bruno dried them. Then she sat down to think. There were just thirty-one days until the Witches' Ball. Winifred Witch took another look at herself.

"What a face!" she said. Bruno nodded in agreement. Her face was much too thin and her body too fat. At one time, she had been a slender witch. But now she was so fat that when she mounted her broomstick it creaked and groaned. Winifred Witch was so heavy she could not soar so high as the other witches.

"I must do something about all this," she said.

Bruno nodded in agreement.

Lately Winifred Witch had been riding her bicycle instead of her broomstick. She thought the exercise would make her slim and trim enough so that she could wear her lovely black evening dress to the Witches' Ball. But she pedaled so hard and so furiously that she only succeeded in increasing her appetite. By the time she pedaled back to her cottage, she was always so hungry that she ate a whole box of chocolates and two or three slices of gingerbread. Instead of growing slimmer, Winifred Witch grew rounder than ever. The last time she had tried on her evening gown, she couldn't get one of the snaps fastened.

Winifred Witch was so discouraged she sat forlornly at her window. She nibbled some chocolates while she tried to decide what to do. Just then she saw the postman coming across the street. She saw her pretty neighbor, Diana Witch, stroll out to meet him. *(Continued on page 70)*

The words of this song won first prize in a nation-wide contest of American poets, sponsored by the League of Nations Association, Inc., back in 1934, for the best international hymn. It will be an excellent addition to your school's United Nations Week assembly.

HYMN FOR THE NATIONS

Edited and arranged by Elva S. Daniels

Words by Josephine Daskam Bacon — *Music from Beethoven's Ninth Symphony*

Sing your an - them, Shout un - dy - ing fame, Light the
Hail the peace and hold the war clouds furled, Blend the
Build the peace oh, build it deep and long, Speed yet

Broth - ers, sing your coun - try's an - them, Shout your land's un - dy - ing fame, Light the won - drous
Hail the sun of peace, new ris - ing, Hold the war clouds clos - er furled, Blend our ban - ners,
Build the road of Peace be - fore us, Build it wide and deep and long, Speed the slow and

na - tions, With peo - ple's gold - en name. Ah—— oh, tell the sto - ry,
ban - ners, Rain - bow of all the world. Ah—— the blue of heav - en,
check some, Watch o'er the weak and strong. Ah—— a - side an - oth - er,

tale of na - tions, With your peo - ple's gold - en name. Tell your fa - thers' no - ble sto - ry,
Oh, my broth - er. In the rain - bow of the world. Red as blood, and blue as heav - en,
check the ea - ger, Help the weak and curb the strong. None shall push a - side an - oth - er,

Ah—— and raise the sign, Join in glo—— ry, Lift your flag with mine.
Ah—— and proud as youth, Melt our col—— ors, Great white light of truth.
Ah—— and let none fall, March my broth er, All for one and all.

Raise on high your coun - try's sign Join, then, in the fi - nal glo - ry, Broth - er, lift your flag with mine.
Wise as age, and proud as youth, Melt our col - ors, won - der wo - ven, In the great white light of truth.
None shall let an - oth - er fall, March be side me, oh, my broth - er, All for one, and one for all.

Words used by permission of the American Association for the United Nations

DAY by DAY for OCTOBER

Ideas for teachers, old and new—substitutes too, by Esma Hackett

There are many special days and weeks to be observed in the classroom during October. Columbus Day, Fire Prevention Week, Posture Week, UN Week, Girl Scout Week, and Halloween are among those which will have the most significance for your pupils. Make sure that the activities carried on, when these "specials" are celebrated, will be meaningful to the children.

If you plan to substitute during the entire school year, borrow the courses of study which are used in the schools where you will be teaching. Find out which number facts are taught at each grade level and what activities are recommended for use in the social studies.

When you substitute, beware of starting anything that you can't finish! If the regular teacher's plans are not clear to you, it's much better not to try to follow them. Instead, plan something similar to what you think the classroom teacher had in mind and use materials with which you and the children are thoroughly familiar.

Try to avoid duplicating any activity with which the pupils may be familiar. Discuss with the children's former teacher the program carried on in the areas of science and social studies last year. Then you will know what experiences the class has had.

Emphasize the ways in which both children and adults can contribute toward fire prevention. (At least part of your discussion will reach the ears of some of the parents.) Be sure to make use of this dramatic theme, fire prevention, for art work at all grade levels.

It's time to start saving material to be exhibited during open house next month.

You may wish to call the children's attention to the fact that October 11 is the birthday of Eleanor Roosevelt. Later on this month, her name will be mentioned again in connection with your discussion relating to the United Nations. At that time the class should be led to realize the great contribution made by Mrs. Roosevelt during the writing of the Declaration of Human Rights. Help your pupils to appreciate what such a document means to people living in countries where the rights of the individual are not recognized.

Columbus Sails by *Walter C. Hodges, and Voyages of Christopher Columbus* by *Armstrong Sperry, are suited to the reading level of junior-high pupils. Middle-graders will enjoy Ronald Syme's book,* Columbus: Finder of the New World.

If your school radio programs are to be effective, some teaching must accompany them. Give the children a chance to do something about the program. In preparation for listening, the pupils may summarize briefly what they know about the subject of the coming program and list additional things which they wish to know about it.

After the school radio program is over, the pupils may wish to consult maps or reference books as the topic to which they have just listened is discussed. Some idea may make a good subject for art work or for a radio skit on a related subject. Whatever you do, don't test the children on the subject matter that has been presented.

The importance of good posture can be effectively presented during your handwriting periods. Stress the influence that good posture has on handwriting by saving one of the lessons done during Posture Week for the first in a series showing each pupil's individual improvement over a given period of time.

Even though you have never written for publication it's not too late to start. Plan to report on some successful learning experience carried on in your class this year. Indicate your objectives, describe the activities carried on, name the materials used, and end with some simple evaluation data. Don't be afraid to state where the experience was weak as well as strong. Be as analytical as possible. Avoid such statements as "The children were interested" in this or that. Once you get started, you will find that a straightforward description is much easier to write than you ever dreamed.

Cowboy Sam and the Rustlers is the latest addition to the Beckley-Cardy "cowboy readers." The book is planned for third-graders, but older children in slow-learning groups will also enjoy it.

If you do not receive the free service bulletin sent out by the publisher of the basic readers which you are using, ask your principal to request the publisher to send the bulletin to your school in order that you may consult it.

To enrich your first-graders' vocabulary give them lots of opportunity to listen to stories, to tell stories about interesting pictures, to play word games, and to hear words in different contexts.

Do the children in your class know the average height of the tides along the nearest coast line? If so, they will be properly impressed by the fact that in the Bay of Fundy the spring tide often rises to a height of sixty feet or more. Older children may be interested in consulting reference books to find out what makes the tides vary in this manner.

Set a good example for your older pupils by speaking distinctly and watching your word endings.

Are you keeping your children busy with things that they like to do? Build good relationships with the children by being friendly and understanding. Then you will not have to think of the word "discipline." This does not mean, however, that you should be wishy-washy when a firm stand is indicated.

It will soon be time to collect material and plants for a terrarium if you plan to have one during the winter months. Partridge berries, small rattlesnake plantain, and sphagnum moss make an attractive combination.

At any grade level the children will enjoy and benefit from dramatizing ways to make a stranger feel at home in the classroom.

Add a seasonal note to the card game described last month by having two paper jack-o'-lanterns pasted to the sides of the box into which the cards are dropped when discarded. The children may say the word "Halloween" as the signal to discard if you wish.

Juliette Gordon Low was born in Savannah, Georgia, October 31, 1860. She was educated in private schools. In 1886 she married William Low and went to England to live. Through the Lows' friendship with Sir Robert Baden-Powell and his sister Agnes, founders of the Scout movement in England, Mrs. Low became interested in Scouting for girls. She introduced the Scout movement in Scotland and founded the first troop in America. Her birthday, October 31, is now celebrated by Girl Scouts as Founder's Day.

How can schools teach better eating habits?

The 8-year experience of schools and teachers colleges with General Mills Nutrition-Education Aids

During the past 8 years, schools in all 48 states have undertaken nutrition-education programs using materials and other aids organized by General Mills.

Effective, graded teaching procedures have been developed for improving the eating habits of school children—and for influencing, through them, the eating habits of their families and communities. The need for such improvement is widely recognized today, and authorities generally agree that the school, and particularly the elementary school, offers the greatest opportunity for nutrition education.

BASIC PRINCIPLES CONFIRMED

Study of the various programs shows several guiding principles essential to success:

1. *Nutrition education should start in the primary grades and continue through the child's school life. The need for it exists at all age levels, at all economic levels, and in all sections of the country.*
2. *Nutrition should be integrated with regular classroom subjects.*
3. *Learning should be based on real-life food experiences in school and home.*
4. *Teaching procedures should be built around the needs of the individual child.*
5. *A nutrition-education program should encourage parent understanding and participation.*

All the General Mills aids used in the various programs—including the teaching materials shown on the following pages—were developed by leaders in elementary school education, classroom teaching, and teacher education, in co-operation with authorities in home economics, health and nutrition. The entire activity has been supported as a public service by General Mills, in recognition of this company's obligations to the American people, and of its interest in the nation's health and eating habits.

TEACHING MATERIALS OFFERED

Teaching materials used in these programs—written by teachers for teachers—are shown on the next four pages. They are available without charge for school and community use. With them, many schools today are getting measurable results in better eating habits.

Please turn the page • • •

Schools are teaching better eating habits...

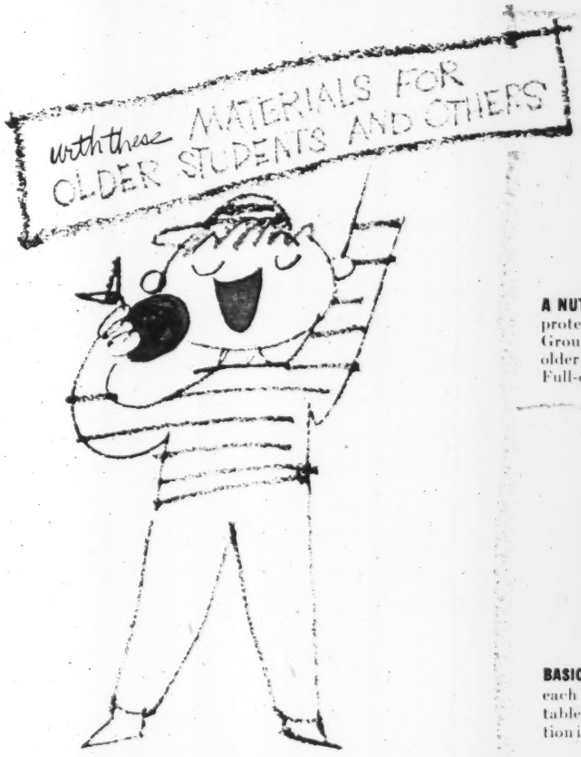
EAT AND GROW. For the first-grade child. Barbara and Billy visit Grandmother's farm and learn facts about for l health. Graded vocabulary. Full-color. 16 .

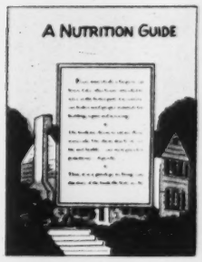
WORKING AND PLAYING. For the second- and third-grade child. Visits to the meat market, the grocery, the bakery, the doctor, the dentist teach important lessons about food and health. Graded vocabulary. Full-color. 20 pages.

HEALTH IS NOT JUST LUCK. The basic facts of health building in simple graphic form —for day-after-day reminder that every child needs food, rest, exercise and protection. 25 x 38 inches.

A DAY WITH THE WIDE-AWAKES. More detailed picture chart of good food and health habits. 16 pictures and couplets tell the story of a healthy, happy day around the clock. 25 x 38 inches.

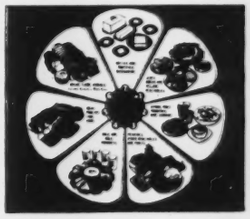
General Mills Nutrition



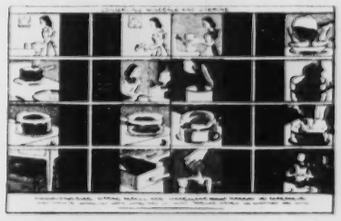


A NUTRITION GUIDE. Brief discussion of calories, proteins, vitamins, minerals, the Basic 7 Food Groups. A basic nutrition information guide for older student, teacher, health worker and parent. Full-color. 16 pages.

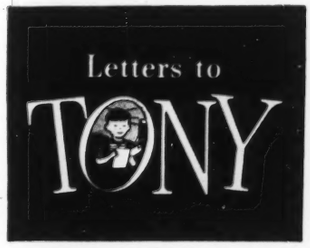
THE STORY OF THE CEREAL GRAINS. Authoritative, interesting history of the cereal grains. Their place in the eating habits of the world's peoples. Their nutritive place in the diet. Illustrated in black and white. 32 pages.



BASIC 7 CHART. Wall chart illustrating foods in each of the 7 basic food groups, prepared for the table. For use with groups that can apply nutrition information to meal planning. 24 x 36 inches.



CONSERVING MINERALS AND VITAMINS CHART. Poster picturing the right ways to cook vegetables to conserve minerals and vitamins—contrasted with wasteful ways. Lessons in thrift and food preparation for good nutrition. For home economics classes and adults. 24 x 36 inches.



LETTERS TO TONY. For the third- and fourth-grade child. Engaging story lessons showing Tony becoming alert, healthy and strong as he learns habits of nutrition and good health. Graded vocabulary. Full-color. 18 pages.

An attractive leaflet in letter form to secure parent understanding and co-operation in the classroom nutrition-education activities. Inner fold is a colorful chart illustrating the Basic 7 Food Groups. Suggestions for home activities.

FOR PARENTS

MOTION PICTURES

"FOOD AS CHILDREN SEE IT." A nationally known child-feeding specialist talks about feeding problems with mothers of young children. Especially for parents—useful for adult groups, older students' homemaking classes and health workers. 16 mm., sound, color, 18 minutes.

"THE SCHOOL THAT LEARNED TO EAT." Beautifully filmed story of an actual community-school nutrition-education program—to stimulate interest in foods education and democracy in action. Excellent for adult groups, older boys and girls, teachers. 16 mm., sound, color, 20 minutes.

MOTHER HUBBARD'S CUPBOARD. Interpretation for the child of the Basic 7 Food Groups. Very popular and appealing at all grade levels. Designed for many effective teaching situations. 25 x 38 inches.

WHICH ARE YOU? Strip pictures show the difference between good and bad eating habits—and the results. A quick, easy-to-grasp lesson. 25 x 38 inches.

TEACHING MATERIALS OFFERED WITHOUT CHARGE

The booklets, posters and other teaching aids on these pages are available, in limited quantities, to interested teachers and administrators. Please fill in pertinent information on the coupon below.

Education Section, Dept. of Public Services
GENERAL MILLS, MINNEAPOLIS 1, MINNESOTA

I am interested in your nutrition teaching materials, and in how other schools and teachers have used them most effectively.

Name .....

School .....

City ..... *State* .....

My position .....

Grade level ..... *No. of pupils* .....

I already have the following General Mills materials:

.....

Education Aids

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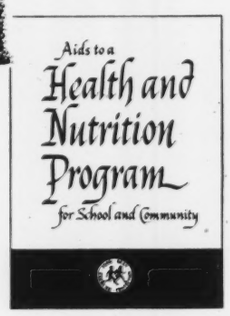
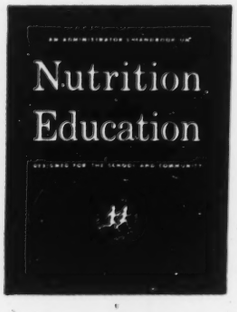


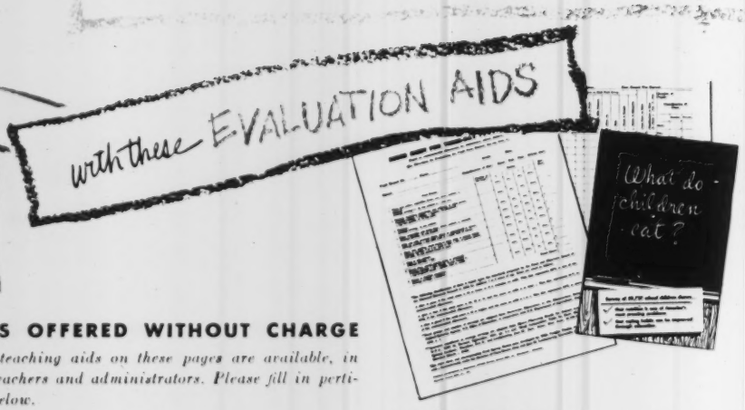
AIDS TO A HEALTH AND NUTRITION PROGRAM. Outlines steps in planning and carrying out a nutrition and health education program. Describes materials and services that General Mills provides. 20 pages.

MOTION PICTURE—"AND SO THEY LEARN"

Built around a teacher-education nutrition workshop in a Minnesota teachers college. A film for teachers in training and in service. Shows methods and activities effective in improving eating habits of children. 16 mm., sound, black and white, 12 mins.



AN ADMINISTRATOR'S HANDBOOK. A guide to over-all organization of nutrition and health program for schools and community. Steps in planning and organizing, in using resources of schools and community. Illustrated.

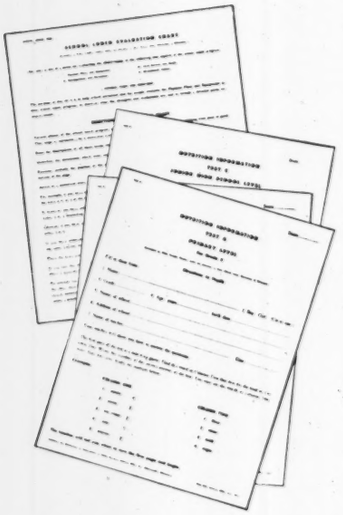


TEACHING MATERIALS OFFERED WITHOUT CHARGE

The booklets, posters and other teaching aids on these pages are available, in limited quantities, to interested teachers and administrators. Please fill in pertinent information on the coupon below.

DIET SURVEY FORMS help get a picture of eating habits of the class or the school. Pupil and parent records, letter and report to parents, score sheets, breakfast survey materials. Forms ready to use.

WHAT DO CHILDREN EAT? A 32-page survey of children's eating habits. Data on habits nationally and by population groupings. Reports on how adequately children eat, on factors that influence diet, on the effects of nutrition education.



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I am interested in your nutrition teaching materials, and in how other schools and teachers have used them most effectively.

Name .....

School .....

City ..... *State* .....

My position .....

Grade level ..... *No. of pupils* .....

I already have the following General Mills materials:

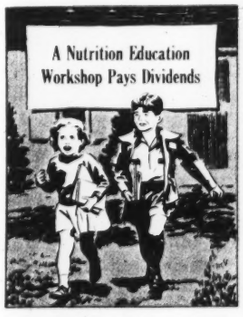
.....

General Mills

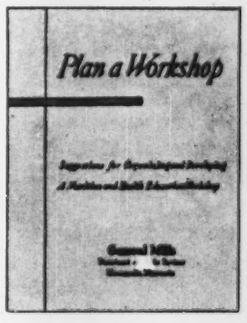
eating habits...

TEACHER'S GUIDEBOOK. Provides basic information needed in developing a functional nutrition and health education program. A digest discussing nutrition, foods and the psychological and emotional problems of eating.

TEACHER'S ACTIVITY BOOK. Describes practical classroom activities for developing good eating habits. All tested in elementary schools, at different grade levels, and planned for integration with regular subjects.



A NUTRITION EDUCATION WORKSHOP PAYS DIVIDENDS. Report on a workshop conducted in a Minnesota teachers college. Valuable to those interested in nutrition education for teachers. Includes follow-up study of workshop results in terms of children's diet improvement in classes of workshop-trained teachers. 30 pages. Illustrated.



PLAN A WORKSHOP. A practical guide for planning, developing, and carrying on workshops in nutrition and health education. Built around experience with 61 workshops held in 23 states.

FOODS INFORMATION TESTS—to measure what children know about foods. A measure—and a stimulus for learning. Tests available for 3 levels: Test A (Grade 3); Test B (Grades 4-5-6); Test C (Upper grades and high school).

SCHOOL LUNCH EVALUATION CHARTS for appraisal of any school lunch program, and for area or state appraisals. Charts evaluate Physical Plant and Equipment, Management and Personnel, Food Service and Meals, Educational Values. Ready for use.

WHAT OTHERS ARE DOING— AND DISCOVERING

Periodically, news of developments in nutrition education is circulated or made available by General Mills. **FOOD HABITS STUDIES**, like the booklet, "What Do Children Eat?," are compiled as a means of discovering group patterns and of establishing norms useful in evaluating individual school or community food habits.

ADVERTISING in education and health journals carries news of nutrition-education projects, and of significant problems and teaching procedures in foods education.

THE ADMINISTRATOR'S NOTEBOOK, published periodically, reports on developments in specific nutrition-education projects of particular interest to school administrators.

a background of RESEARCH, DEMONSTRATION AND TEACHER EDUCATION

In the past 8 years, a number of nutrition-education projects have been assisted with funds or personnel by General Mills, to help stimulate teaching at both child and teacher levels.

These projects have included **APPLIED RESEARCH** by colleges, universities and state education departments, on such subjects as factors influencing diet, the influence of school lunch programs, in-service education for teachers, and the development of effective teaching materials.

DEMONSTRATION PROJECTS in a number of states have been helpful in evaluating materials and teaching techniques, and in measuring results. Such projects may involve one school, several in one county, or schools throughout a state.

SUMMER WORKSHOPS have highlighted the advantages of teaching the teacher for most effective nutrition education in the classroom. To date, General Mills has assisted in 61 workshops in 23 states, organized by universities, teachers colleges or state education and health departments.

Nutrition-Education Aids

Rig-A-Jig

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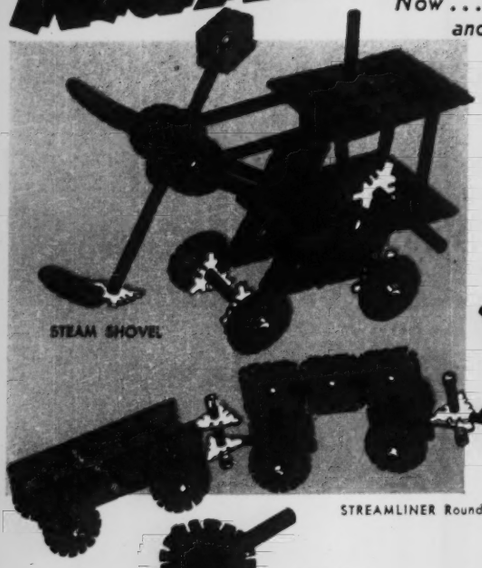
Now . . . with Rolling Wheels and Mechanical Action.



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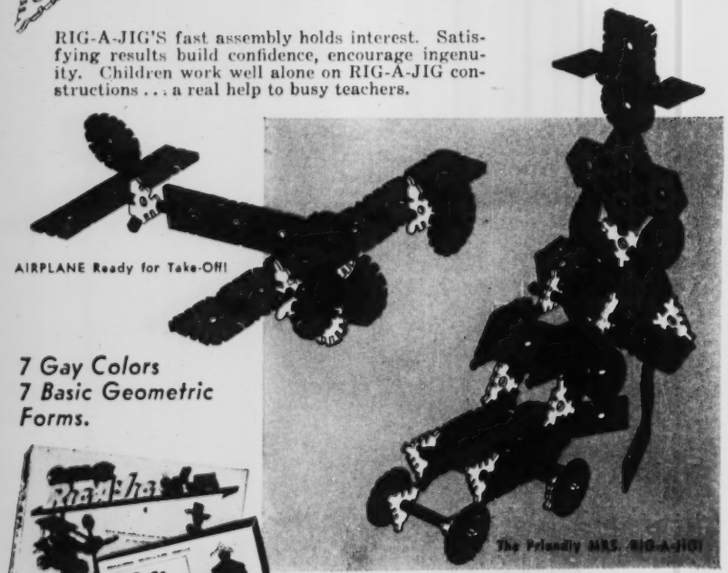
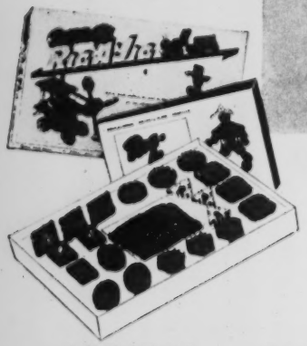


7 Gay Colors
7 Basic Geometric Forms.



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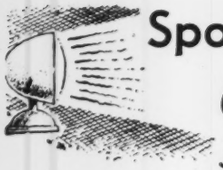


Spotlight on *Canadian Schools*

JOHN HENRY PEPPER

Teacher, Sixth Grade, Essex Street School, Toronto, Ontario

BRITISH COLUMBIA

CANADIANS from the Pacific Province have a reputation somewhat like the folks from Texas. They are always boasting about the educational merits of their province. Well may we, in the rest of Canada, envy them. Beautiful mountain scenery, a moderate winter and summer, and a wealth of natural resources combine to make British Columbia an ideal place in which to live. Education for British Columbia's school population of 183,000 pupils is directed from the capital city of Victoria on Vancouver Island.

A few years ago the Elementary School Programme of Studies was revised, and last year attractive two-volume reprints were issued. In keeping with British Columbia's educational outlook, these are Canada's most comprehensive and attractive curriculum guides. For example, the *Programme of Studies for the Intermediate Grades* has 466 large, well-illustrated, attractively set-up pages on every aspect of these elementary-school studies. Other divisions of education have equally comprehensive books for guidance.

The following are some educational nuggets that I gathered from these official publications.

"The teacher should evaluate all assigned work. Pupil-chosen activities should also be evaluated to see whether the children are making progress. The child's work should be judged in terms of such questions as:

"Is it what he should have accomplished?

"Does it give him satisfaction?

"Is it suitable to his purpose?

"Does it reveal habits of reasonable care and industry?"

Teachers of all subjects are urged to have their pupils mark their written product and have it returned and revised. Sample original compositions of pupils at all grade levels are provided in the Programmes to give some idea of what may be expected from the pupils. We liked this fifth-grade sample.

DRYING COFFEE IN BRAZIL

In Brazil the coffee plant grows to a height of ten or twelve feet, being kept within this size by pruning. The trees begin to yield in their fourth year. Two or three "flushes" of blossom may appear in one year. The cherries are dried on a brick or stone-paved yard. Here they are spread out in the sun and are continually turned until quite dry. When dry the fruit will keep indefinitely.

This is what their Programme of Studies says about the importance of school spirit.

"The tone of a school, in the long run, reflects the outlook and ideals of its staff. Whether it be a rural school of one teacher or a larger urban institution, the head sets the standard. Proper *esprit de corps* rests on mutual confidence between teachers and principal and between pupils and teachers. The good school is marked, not so much by perfect order as by a real desire to co-operate and an actual sharing of responsibility in its work and play. There is always room for a great deal of practical democracy without interfering with the responsibility of the teacher for proper direction and control. Within limits it is more productive of sound character for pupils to exercise self-direction, even at the risk of making mistakes, than it is to depend on an autocratic superior control. Every principal and every teacher has to find for himself by experience and study the best balance between teacher control and pupil self-direction."

As these experts show, British Columbia's school systems are making steady progress. Their provincial educational system may be marked amongst the leading Canadian systems. Their teachers may justifiably place it on a par with their fine scenery and climate and wealth of natural resources.

SAVINGS BANK

MANY schools in Newfoundland have established Junior Thrift Clubs. Through the teachers' cooperation this has meant that thousands of children in all parts of Newfoundland have savings accounts in the Newfoundland Savings Bank. This education in thrift is carried out by direct contact between the teachers and the Savings Publicity Officer. For details on this savings plan, Newfoundland teachers are asked to write to the Savings Publicity Officer, Government Building, Harvey Road, St. John's, Newfoundland.

POSITIONS

THERE is a continuing trend by Canadian school administrators to advertise teaching vacancies in the monthly provincial teachers' professional association magazines. Edmonton Separate Schools, under Superintendent A. A. O'Brien, used this medium to invite Alberta teachers to file applications for teaching duties to start last month. This is a dignified and professional means of recruiting teachers and it is a practice we would like to see extended.

Creative Dramatics

Conducted by
Ruth Birdsall

Here are Old Witch Wobble, the jack-o'-lantern man, and Happy Bunny in his Halloween costume. Read all about them in Debbie G. Nettles' article on this page.

HERE is a description of a somewhat different form of creative activity. It points out how children's creative abilities in various fields can be combined, and centered around their interest in a holiday. The story which the children helped to originate could be told dramatically with live actors or puppets.

Combining Creative Activities

Debbie G. Nettles

Teacher, First Grade, Public School, Farmerville, Louisiana

IN CREATIVE-ART periods during Halloween season, the children drew jack-o'-lanterns, owls, bats, witches, and cats. From these drawings it was decided to make a real life-sized witch with a papier-mâché face. As she was being made, with long crooked nose (wire foundation), painted features, and rope hair, she became a real personality in our room. The children brought branches of shrubs which were wired together to form her arms and her bushy foundation to stand on. While covering her with a long black dress, she was very wobbly. Observing this, one little boy said, "Let's name her Old Witch Wobble, because she wobbles around so." That name pleased the group.

The jack-o'-lantern was also made of papier-mâché and had painted features. Fitting on his arms and legs required a certain amount of trial and error in finding acceptable sizes and lengths. They were chosen from branches left over from making the witch. Other pieces left over were set up as dead trees to accommodate a family of owls the children drew and cut from paper.

The pupils designed, cut, and made the bunny's costume from black crepe paper. They chose a broom-sedge handmade broom for the old witch in preference to a bought one.

These characters called for a story. As the story grew and key sentences were given, they were put on the blackboard and became a reading chart. The children originated the plot and perfected the characterizations. The teacher smoothed the sentences in the finished story.

Happy Bunny Tricks Old Witch Wobble

Old Witch Wobble was about the oldest witch in the world. No one knew how old she was, not even herself, for she had forgotten long ago. She lived in a musty, old, cobwebby castle that was said to be haunted. It *looked* haunted. It *sounded* haunted. There were skeleton trees around it, housing families of owls that screeched and hooted. And weird, wailing cries were often heard coming from the tower.

Now Old Witch Wobble took a great interest in her vegetable garden. She raised enormous pumpkins, cushaws, potatoes, and other good things to eat. All the little bunnies in Bunny Boo Hollow longed to do some nibbling in that garden, but they were afraid to go near it. However, on Halloween night, Happy Bunny announced, "I'm going to ask Old Witch Wobble for trick or treat."

"I wouldn't do that," advised his brothers and sisters. "That old witch may gobble you up."

"Oh, she won't know me in this Halloween costume," he replied. But he went and asked his mother what she thought.

She looked him over and said, "If you won't turn your back for her to see your cotton tail, Old Witch Wobble *may* think you are a cat. All *(Continued on page 72)*

SEVERAL months ago our editorial staff had a new experience. We received our first recorded school program. Three large professional-size records recreated for us a complete program which had been presented by the sixth, seventh, and eighth grades of Bartlett School in Haverhill, Massachusetts. It was entitled "History on Review."

As we listened, we were amazed at the clarity of the Narrator's diction, the charm and grandeur of the choral effects, the beauty of the musical numbers, and the success of the pupil-planned sound effects. We were also impressed by the fact that the girls and boys who created this program must have possessed a great deal of factual knowledge of our nation's history as well as some convictions about the meaning of democracy and their obligations as future citizens.

At our request, the teacher who sent us the recordings mailed us a copy of the script. On paper, it proved to take up more space than we had available, so we decided only to tell you about it. One of its greatest values is, of course, the research, organizational, and creative-writing experiences that the pupils had. To follow their program word for word would be much less valuable for another group of children. However, with this for inspiration, your upper-grade pupils might plan a similar program which would provide valuable experience for them.

We asked Miss Delva to tell us how the work of developing the program was organized. Here is her reply.

History on Review

Josephine G. Delva

Seventh-Grade Teacher and Guidance Director, Bartlett School, Haverhill, Massachusetts

PUBLIC RELATIONS is part of our over-all guidance program. Through the mediums of lectures, newspaper articles, circulars, radio, and films, the public is given the opportunity to observe classroom procedures vicariously if visiting schools personally is not convenient.

In conjunction with the public-relation program, our local radio station WHAV runs a series of weekly radio broadcasts primarily planned to acquaint the parents and other interested citizens with what the schools are doing today. These radio presentations also give both students and teachers an opportunity to hear activities conducted by other classes within the system.

The programs are broadcast from the local station either as a "live" program or as a "canned" program, depending on the circumstances. Some activities are best conducted in the natural surroundings of a classroom, particularly in the case of little children. In such instances, technicians from the station make tape recordings of the activity presented in the classroom and later broadcast it at the designated time over the air. In other cases, such as this one, the children selected to participate in a radio program do so directly from the radio station.

Each school throughout the system takes turns in planning some phase of schoolwork that can be adapted for radio use and presented to the public. After much deliberation by the sixth, seventh, and eighth grades, our contribution to the audio program was in the form of a review entitled "History on Review."

A steering committee assumed the responsibility of dividing U.S. history as we had studied it in these grades into periods. The following are the periods suggested: Primitive Indian, Exploration, Colonization, Revolutionary, Organization, War of 1812, Industrial Revolution, Westward Expansion, Civil War, Spanish-American War, World War I, World War II, and the Assimilation Period. *(Continued on page 80)*

A Halloween Play That Ends in a Party

The Pink Witch

VIOLA F. McMILLEN

CHARACTERS

WITCH MIDNIGHT WITCH THUNDERCLOUD
PINK WITCH

COSTUMES

All three witches have complete costumes of bright pink. The two Black Witches have black costumes that cover their pink ones but can be removed easily. They wear black pointed hats but have pink ones waiting for them in the wings. All have pink gloves.

SETTING

The cave of the Black Witches. Near the center of the stage is a large black kettle hanging from a tripod of sticks over a make-believe fire. At one side is a low table with many bottles and jars on it. The bottles and jars are labeled with poison signs, skulls and crossbones, and pictures of bats and spiders. A black curtain hangs in back of the scene.

(*Witch Midnight is stirring something in the kettle while Witch Thundercloud polishes her broom handle.*)

WITCH MIDNIGHT—Hand me that bottle of *Meanness Poison*. I think I need a little more to make Tommy Jones take Old Man Hodges' picket gate off its hinges.

(*Witch Thundercloud hands her a bottle and she pours some of its contents into the kettle.*)

WITCH THUNDERCLOUD—Let's put this *I-won't-do-it* powder in for Tommy's little brother. He's been too good lately. (*Sprinkles something into the kettle from another jar.*)

WITCH MIDNIGHT—And I'd like to see Jerry pick Mrs. Dayley's prize chrysanthemums, so you'd better give me some of that *Pick-it* pepper, too.

WITCH THUNDERCLOUD—This really is going to be a mean Halloween Eve!

WITCH MIDNIGHT—Ha! Yes. Now let's add some *Shut-up!* sauce for little Betty, and a cup of sour vinegar.

WITCH THUNDERCLOUD—How about this *Never-mind-Mother* flour and *Always-talk-back* salt for the Roger twins?

(*They both pour and sprinkle things into the kettle. Witch Midnight stirs all the while. Now they taste the mixture.*)

WITCH MIDNIGHT—Oh! Oh! We almost forgot the *Break-it-up* pebbles! Joey won't break the windows in the new garage downtown if we forget them. (*Throws pebbles into the pot.*)

WITCH THUNDERCLOUD—But—but the police will be after us.

WITCH MIDNIGHT—Police! Ha! Have you forgotten we are witches? The police can't get us. Ha!

WITCH THUNDERCLOUD—But I fear they will get after the boys.

WITCH MIDNIGHT—Who cares? (*She turns on the other witch.*) Say, are you turning pink?

WITCH THUNDERCLOUD—You mean like the Kind Pink Witch? Oh no! I'm a Mean Black Witch, like you. We can never turn pink unless we eat some of the Pink Witch's *Good Spice*, and we'll never do that.

WITCH MIDNIGHT—Of course not. (*She stirs and tastes again.*) Ah! We've got a mean recipe!

WITCH THUNDERCLOUD—Let's take our black cats for a ride to see what the boys are doing. (*They ride brooms off stage.*)

PINK WITCH (*enters and goes to the kettle*)—Just as I thought! The Mean Black Witches have been cooking up some bad tricks for tonight. (*She smells a spoonful of the potion but does not taste it.*) How mean this smells! I'll add some of my *Good Spice*. (*She takes a can from her pocket and sprinkles its contents into the kettle. Stirs and chants.*)

Good Spice, Good Spice,
In the caldron quickly go,
Break the Mean Black Witches' spell,
While I stir you to and fro!

(*She tastes it now.*) Ah! That is better. My *Good Spice* will make every child want to do a good turn tonight. (*Suddenly she turns her head and listens.*) The Black Witches are returning. I must hide. (*Goes behind curtain.*)

(*Black Witches enter. Witch Midnight has one hand in her pocket. Witch Thundercloud has both hands in her pockets.*)

WITCH THUNDERCLOUD—It was lucky for us that we found out that Mrs. Jones is giving a party. All the children will be together.

WITCH MIDNIGHT—Yes, it will save us a lot of extra flying around with this heavy kettle. (*Stirs while talking. Takes a taste and makes a face.*) That's strange. Taste this. (*Holds spoon toward Witch Thundercloud.*)

WITCH THUNDERCLOUD (*tasting*)—It *is* strange. (*Tastes again.*) Why—why, it's sweet!

BOTH WITCHES (*in a screech*)—The Pink Witch!

WITCH MIDNIGHT (*taking her hand from her pocket and holding it up*)—I'm turning pink! (*Has a pink glove on hand.*)

WITCH THUNDERCLOUD (*taking both hands from pockets and holding them up*)—I am turning pink, too! (*Pink on both hands.*)

WITCH MIDNIGHT—We've tasted her *Good Spice!*

BOTH WITCHES—Ya-aaaaaaaa! (*Both run off stage, screeching.*)

PINK WITCH (*enters*)—
Mean Black Witches,
You've met your doom.
'Twill do no good
To call your broom.
Don't try to fly.
Soon you'll be
Kind Pink Witches,
Helpful, like me.

(*Black Witches return dressed in pink witch costumes.*)

PINK WITCH—Now! Are you ready for some good Halloween fun?

BOTH WITCHES—Yes, we are, Kind Pink Witch.

(*The Pink Witch gives them some bags out of the kettle which they distribute among the guests. The bags may contain sandwiches, apples, Halloween candy, and good-deed suggestions.*)

If you are in need of a Halloween play for older children, look in your* Instructor *for October 1952.

Halloween Song

MARJORIE BARROWS

A Poem That Suggests Free Dramatics with Music

Three little witches
  Pranced in the garden,
Three little witches
  Danced from the moon;
One wore a wishing hat,
One held a pussy-cat,
One went a pitty-pat,
  And whispered a tune.

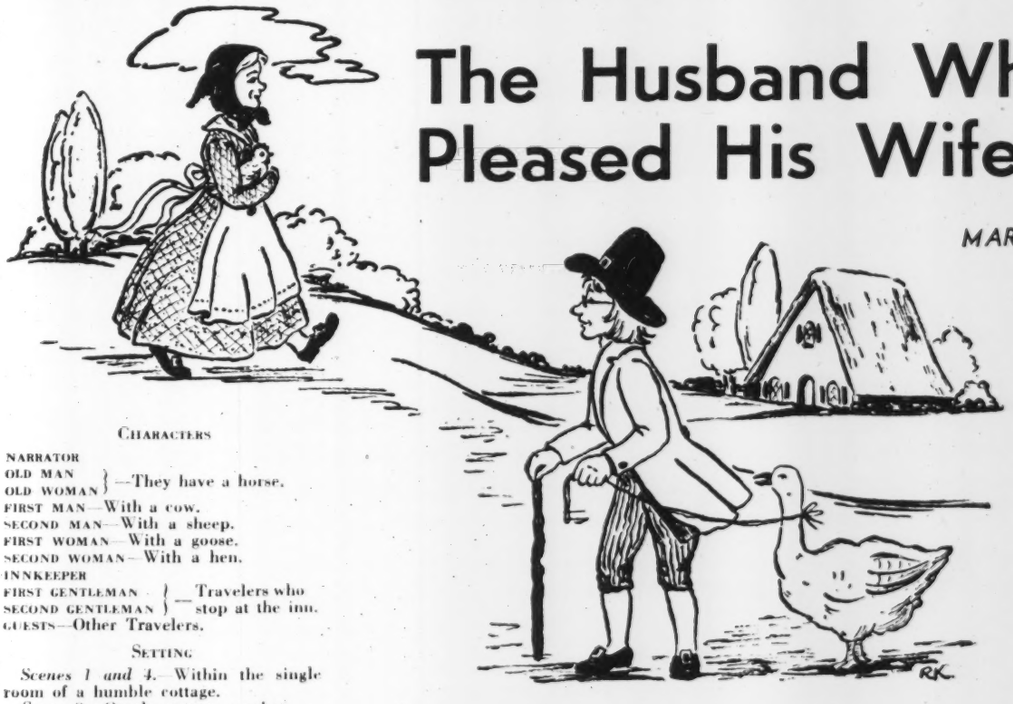
Out flew an owl
  Who glared at the kitten,
Out flew an owl
  Who stared at the rest,
Dancing with haughty nose,
Each on the other's toes,
Down past the pumpkin rows
  Under his nest.

Three little witches
  Flew on their broomsticks,
Three little witches
  Flew to their queen,
Over the windy glen
Into the night— But then
They will be back again
  Next Halloween.

A Dramatization of a Fairy Tale

The Husband Who Always Pleased His Wife

MARY NYGAARD PETERSON



CHARACTERS

NARRATOR
OLD MAN
OLD WOMAN } —They have a horse.
FIRST MAN—With a cow.
SECOND MAN—With a sheep.
FIRST WOMAN—With a goose.
SECOND WOMAN—With a hen.
INNKEEPER
FIRST GENTLEMAN
SECOND GENTLEMAN } —Travelers who stop at the inn.
GUESTS—Other Travelers.

SETTING

Scenes 1 and 4.—Within the single room of a humble cottage.
Scene 2.—On the way to market.
Scene 3.—General room at the inn.

SUGGESTION

Animals may be imaginary or represented in any way the children see fit. One way is to paint a side view of an animal on a rectangle of kraft paper, filling in the background with green. This can be mounted on a heavy cardboard or wallboard or on a foundation of lath and carried by one or two children not seen by the audience.

Scene 1

(*The little Old Man and the little Old Woman are sitting contentedly in their house. Perhaps the Old Woman is mending and the Old Man is carving a piece of wood. There might be a few figurines about the room, evidence of the Old Man's work.*)

OLD WOMAN—It is so nice to sit here in peace and quiet after the work is done. I'm sure no one has a better life than ours.

OLD MAN—Perhaps so, and yet, I often wish I were a better husband. I know that I am not always as smart as I should be. If you had married a smarter man you would be living in a grand, large house instead of in this poor little cottage.

OLD WOMAN—Don't say such things. I shan't listen to you. No one ever had a better husband than I have, and I am very fond of my snug little house. I wouldn't have a thing changed about either you or the house.

OLD MAN—It is so kind of you to say that. Still, I am not sure it is true. At any rate, I have thought of one change we really ought to make.

OLD WOMAN—What is that?

OLD MAN—Our horse. You must admit we really don't need a horse. Perhaps if I were to take him to market I could exchange him for something that is more useful.

OLD WOMAN—You are right. Why don't you see what you can do about it?

OLD MAN—I'll do it right now. (*Rises.*) I wonder if I should take some of my wood carvings with me.

OLD WOMAN—Just as you think best. However, trading a horse is pretty important business. Why not leave the wood carvings for next time?

OLD MAN—Good idea. (*Walks to door and then turns.*) Good-by, my dear. It may be late before I get back.

OLD WOMAN—I won't worry. I know you are well able to take care of yourself.

Scene 2

(*The Old Man walks slowly about the stage, giving time for the traders to enter, converse with him, and exit out the opposite direction.*)

NARRATOR—And so, the little Old Man sets out for the market, leading his good gray horse.

(*First Man enters.*)

OLD MAN—Good afternoon. My, that is a fine animal you are leading.

FIRST MAN—Oh, yes, thank you. This is a mighty fine cow. She gives a bucket of milk every morning and one every night.

OLD MAN—Think of that! A bucket of milk in the morning and again at night! Two buckets a day! My wife would certainly be happy if she could have two buckets of milk a day.

FIRST MAN—You have a nice animal, too. You wouldn't consider making a change, would you? I could use a strong young horse. Walking gets very tiresome sometimes.

OLD MAN—I should say I would exchange with you. Here, take the lead rope. (*Men exchange ropes, real or imaginary.*) Come along, Bossy. Thank you, sir, for the cow.

FIRST MAN—Thank you for the horse. Good-by. (*Gallops off.*)

(*Old Man walks a bit farther. Second Man enters, driving a sheep with a small stick.*)

OLD MAN—Good afternoon, sir. Are you having trouble?

SECOND MAN—Not a bit. My sheep never gives me any trouble.

OLD MAN—I'm glad to hear that. This cow likes to stray every once in a while. Your sheep seems to have an unusually thick coat of wool.

SECOND MAN—Yes, my sheep is famous for its wool. It's a champion sheep, you know.

OLD MAN—Well! It must be nice to own a champion.

SECOND MAN—It is quite an honor, but I'd be glad to exchange my sheep for your cow, even if she isn't a champion.

OLD MAN—That's very kind of you. You'd better lead her by the rope, though; she's quite headstrong. I'll take your stick.

SECOND MAN—Here's the stick. Good-by and good luck!

OLD MAN—Thank you. I could go home, I suppose, but it would be a shame to miss seeing the market. I'll just go on into town.

(*Old Man walks on until he meets First Woman.*)

OLD MAN—Good day, Ma'am. That is a fine goose you have.

FIRST WOMAN—Thank you. I just bought it at the market. It was the finest one there.

OLD MAN—Is that so? Weren't you the lucky one! What do you intend to do with your goose?

FIRST WOMAN—Well, I've always wanted a white goose tied by one leg to a tree on my front lawn.

OLD MAN—My wife would like a goose on her front lawn, too. I just know it.

FIRST WOMAN—Then you really should have the goose instead of me. Would you like to exchange your sheep for my goose?

OLD MAN—You are a kind, generous woman. Take the sheep and God bless you.

(*First Woman exits with sheep. Old Man continues on, leading the goose. He stops to peer into imaginary yard. Second Woman comes up and speaks to him.*)

SECOND WOMAN—Is there anything you want, sir?

OLD MAN—Oh, hello. I didn't see you at first. I was admiring that fine red hen. She's such a perky little one.

SECOND WOMAN—Thank you. She's very good company. When I'm alone she talks to me.

OLD MAN—You don't say! Do you understand what she says?

SECOND WOMAN—Oh, no. But what difference does that make? It is a cheerful sound. And not only that, but she gives me an egg nearly every day.

OLD MAN—Does she now? Say, she's quite a hen—to look so perky, to be such good company, and to give you an egg nearly every day (*Continued on page 68*)

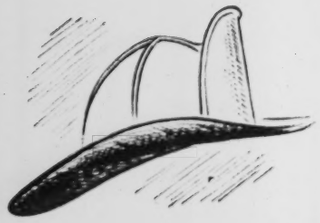
We have received a number of excellent dramatizations of stories found in middle-grade readers. Some, we know, were sent in response to a letter that appeared in First Class Mail in April. Here is one we like particularly. It should serve as an example of what any teacher and group of children can do with a story of their choice.

Are you planning to dramatize fire prevention in October? One of these two plays ought to meet your requirements.

A Visit with the Firemen

FOR PRIMARY GRADES

Arch Crawford



CHARACTERS

MARSHAL	CHILDREN
FIREMEN	JOHN
JOE	DAVE
BILL	RALPH
TED	MARY
DICK	LOUISE
RAY	CAROLINE

COSTUMES

The Firemen wear hats in the traditional style, which can be made from ordinary three-cornered paper soldier hats with the front peak folded up and taped to the point at the top. Paper plaques across the front read FIRE DEPT. with the numbers 1 through 5 for the Firemen and *Marshal* for the Marshal. Marshal's hat should be white; the Firemen's, covered with, or made of, red paper. Regular play fire hats are also suitable. Blue shirts should be worn by the Firemen if possible.

(Play opens with the Marshal and five Firemen sitting in chairs. Marshal pretends to smoke a pipe as he looks over reports. Two Firemen are examining the nozzle of a hose, and the other three Firemen are repairing a short length of hose old fire hose if available but garden hose will do.)

MARSHAL *(putting down reports and removing his pipe)*—I wonder what today will bring.

JOE—I'm waiting for the bell to ring. *(He holds up one hand with fingers crossed.)*

BILL—I hope that we can rest and eat.

TED *(with a sigh)*—I'd like to rest my weary feet.

DICK—
It seems a shame that carelessness
Can cause such grief and such a mess.

RAY—
The fires we covered yesterday,
As you are well aware,
Could all have been avoided
With just a little care.

MARSHAL *(with emphasis)*—
Yes—trash and matches
And worn-out wires
Cause most of this nation's
Too numerous fires.

(Children enter, led by John.)

JOHN—Hello!

MARSHAL—
Come in! Come in!
What can we do for you?

MARY—
We've come to visit—and to learn
The things that firemen do.

DAVE—
We've heard that fighting fires
Is more than just a spell
Of riding on an engine
And ringing on a bell.

FIREMEN—That's right!

MARSHAL *(loudly)*—Absolutely right!

LOUISE—
They say your life looks glamorous
When the brazen firebell chimes,
But it's also full of danger
And monotonous at times.

FIREMEN—Correct!

MARSHAL *(loudly)*—Absolutely correct!

RALPH—
We understand your station work
Is plentiful and steady.

CAROLINE—
They tell us that you must keep house
And have equipment ready.

MARSHAL—
Whoever told you all these things
Has told you what is right;
A fireman's work goes on and on,
Through every day and night.

JOE *(pointing right)*—
See that engine,
So clean and neat?
My job is to keep it
Prepared for the street.

BILL—
See those hoses all in a row?
My job is to keep them all just so.

TED—
I can cook when the cook's away
And set a meal out on a tray,
And scour a pan or polish a dish.
(Last night we had chops and tonight it's fish.)

DICK—
I sweep, make beds,
And clean the stairs.
The rest of my time
I do engine repairs.

RAY—
To keep ourselves healthy,
The off-hour sport
Is to put on our gym shoes
And use the handball court.

MARSHAL—
I'm the boss
Of this fire-fighting band

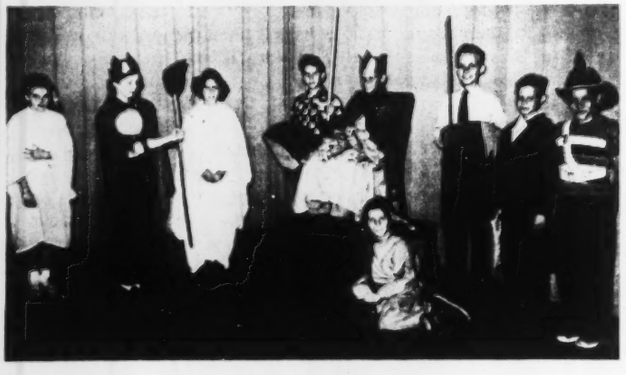
(Continued on page 72)

The Jester Shows Them How

FOR MIDDLE GRADES

Albert Barandon

Teacher, Sixth Grade,
James J. Sullivan School,
Philadelphia, Pennsylvania



CHARACTERS

PRIME MINISTER
JESTER
KING
SOLDIERS—Two.
CAPTAIN—Leader of Castle Firemen.
LADIES IN WAITING—Two.
JUNIOR CAPTAIN—Leader of Junior Fire Fighters.
JFF's—Junior Fire Fighters (eleven)

The Soldiers and Ladies-in-Waiting are nonspeaking parts and may be eliminated. The number of Junior Fire Fighters may be increased or decreased.

COSTUMES

The costumes are very simple—a crown and a robe for the King; a crown, a long gown, and a cape for the Queen; a cape or a tail coat for the Prime Minister; and a fireman's hat for the Captain. The Jester wears a regular clown's suit and a jester's cap. The Soldiers carry wooden swords. The Junior Fire Fighters wear headpieces with the words "Junior Fire Fighters."

SETTING

All that is necessary is a throne and its dais, for which a chair and a small raised platform may be used.

(The curtain opens on an empty stage. The Jester enters and plays idly with a large rubber ball. Then the Prime Minister enters.)

PRIME MINISTER *(calling)*—Hear ye! Hear ye! The court of good King Pyro is now in session.

(The King enters, escorted by Soldiers, and ascends the throne.)

JESTER—Hi, King! *(He seats himself on floor at foot of throne.)*

KING—Whom do we see first today, Mr. Prime Minister?

PRIME MINISTER *(bows)*—The Captain of the Castle Firemen, Your Majesty. Here he comes.

(The Captain enters, kneels before King, and then rises.)

KING—What have you to report, Captain of the Castle Firemen?

CAPTAIN—Your Majesty, I'm proud to report that my men and I put out a great fire in the royal kitchen this morning.

KING *(angrily)*—A fire in the royal kitchen! How dare there be a fire in the royal kitchen!

JESTER—Ha! Ha! A fire in the royal kitchen! That's funny.

PRIME MINISTER—Silence, you fool! It's not funny at all.

JESTER—It isn't???

KING—It certainly is not. We've been having too many fires in the kingdom. Why, only last month we had twenty fires that did a million dollars' worth of damage. *(Slight pause.)* And the worst thing about *this* fire is *(shuddering)*, the Queen will be angry and you know what that means!

JESTER *(peeking out door)*—Ha! Ha! Here she comes now!

(The Queen enters, followed by Ladies-in-Waiting. She carries a burned broom and a blackened saucepan.) *(Continued on page 83)*

Girls and Boys Section

FUN WITH HALLOWEEN

Rosalie N. Doss

Using only the letters in the word, *Halloween*, see if you can make the ten words asked for in the list below. How many other words can you make?

1. A room in a house
2. A number
3. Part of the car on which the tire fits
4. The opposite of high
5. Baby Chick's mother
6. A greeting
7. Opposite of fat
8. Be indebted to
9. Make well
10. Opposite of yes

WITCH'S STEW

Harriet Edwards

Here is a game that is sure to be a lot of fun for your Halloween party.

One person, blindfolded, stands in the middle of a circle of guests. In his hand he holds a large wooden spoon, pretending to stir a caldron of stew. Suddenly he stops, points to one of the guests, and asks, "What does my witch's stew need?" The person at whom he has pointed then names some ingredient answering in a complete sentence, such as, "Your witch's stew needs some pepper."

The "witch" then tries to guess the identity of the player by the sound of his voice. If he guesses correctly, that player takes his place with the spoon. If he fails, the first "witch" tries again.

PARTY HEADBANDS

Alma C. Denny

Do you wish to make headbands for each guest at your Halloween party? For each headband make an orange construction-paper oval long enough to reach all the way across your head above your forehead. Paste on black construction-paper Halloween silhouettes—owls, witches, black cats.

At each end of the oval, punch a hole with a pencil. Slip a rubber band through each hole, pulling the end of the rubber band you pushed through the hole through itself to attach it to the oval.

To put on the headband, simply pull the rubber bands to the back of your head and tie them together with a short length of string. The rubber bands make the headband fit anyone's head.

FIND THE FIFTY

C. Mabel Hathaway

Below are ten numbers. Draw circles around as many as you need so that the circled numbers add up to exactly fifty.

25	27	3	12	6
15	9	30	21	19

HALLOWEEN SCRAMBLE

Elizabeth Merriehew

Oh, something must be wrong! Can you unscramble the words in italics and find out what really happened at Teddy's and Johnnie's house?

Teddy and Johnnie had a Halloween *arpty*. They invited both *grlis* and *obys* to their party. When the guests entered the game room, a *iwcht* who stirred a big black *ktetel* handed each one a *lorl* of paper with his fortune inside it! There were pictures of *ablkc acts*, *tiwchse*, *roombsictks*, and *poosks* on the walls. Everybody played *amges*. Afterwards they ate *papels*, *oppnocr*, and *gounduths*, and drank *direc*. They all told Teddy and Johnnie what a *dogo mite* they had.

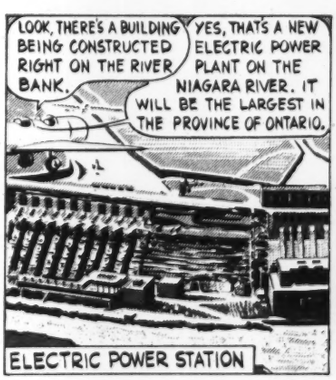
PUT ON YOUR GLOVES

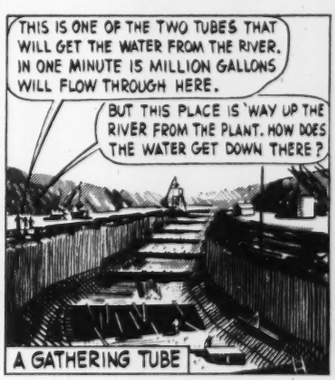
Catherine C. Vroom

Two even teams are seated facing each other in a line. The first player in each line is handed a very large pair of men's cheap canvas work gloves and a large paper bag containing a stick of gum for each of his teammates.

At a given signal, the first player puts on the gloves, opens the bag, takes out a stick of gum, removes the wrappers, puts the gum in his mouth, and puts the wrappers back in the bag. Then he takes off the gloves and passes the gloves and bag to the player next to him. This continues until all have had a turn. The team which finishes first is the winner.

Sam and Sue Travel with Uncle Dick


LOOK, THERE'S A BUILDING BEING CONSTRUCTED RIGHT ON THE RIVER BANK.
YES, THAT'S A NEW ELECTRIC POWER PLANT ON THE NIAGARA RIVER. IT WILL BE THE LARGEST IN THE PROVINCE OF ONTARIO.
ELECTRIC POWER STATION


THIS IS ONE OF THE TWO TUBES THAT WILL GET THE WATER FROM THE RIVER. IN ONE MINUTE IS MILLION GALLONS WILL FLOW THROUGH HERE.
BUT THIS PLACE IS WAY UP THE RIVER FROM THE PLANT. HOW DOES THE WATER GET DOWN THERE?
A GATHERING TUBE

SEE THE BEAUTIFUL CLOCK. THE WHOLE FACE IS MADE UP OF PLANTS. I LIKE THIS BEST OF ALL.
GIRLS WOULD! IT IS PRETTY, THOUGH.
THE POWER COMPANY ERECTED IT IN 1950. IT IS THE LARGEST CLOCK IN THE WORLD. THE SECOND HAND IS 21 FEET LONG.
FLORAL CLOCK
JAMES PALMER

AN OCTOBER PUZZLE

Virginia Gifford

The Riddle Box

How does the water get into the watermelon?

What did the big chimney say to the little chimney?

Who uses a pen but cannot write?

What did the tie say to the hat?

What is the best thing to put into a good pie?

What is it that remains the same even after you take away all the letters?

What is best to part with?

A HALLOWEEN RATTLE

Phillip Yasenak

Here is a good way to make a Halloween rattle. Put a stick through the middle of the bottom of a baby-food can. Put pebbles into the can. Tie a piece of inner tube over the top of the can. Paint the stick and the can and decorate it any way you wish. Happy noise-making!

WHERE ARE THEY HIDING?

Rosalie W. Doss

The Halloween owls below are hiding in certain words. Can you fill in the blanks and find the words?

1. - - OWL	Move stealthily
2. - OWL	Wail
3. - OW - L	Cloth for wiping
4. - OWL - -	Derby hat
5. - - OWL	Bear's voice
6. - OW - L -	A, e, i, o, u

HALLOWEEN TWIRL-AROUND

Alma C. Denny

Make a circle from cardboard and mark it to look like the one shown here. Stick a pin in the center of the circle. Slip a bobby pin over the pin, and your Halloween game is ready to play.

Each person takes a turn at twirling the bobby pin. Wherever the bobby pin stops the person twirling has to perform the required action *without laughing!* If he does not laugh, he receives the number of points listed for that action. If he laughs, he receives no points, but is not put out of the game. The first person to secure sixteen points is the winner.

ANSWERS TO QUIZZES

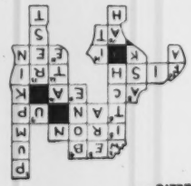
Fun with Halloween—

1. hall	3. wheel	5. hen	7. lean	9. heal
2. one	4. low	6. hello	8. owe	10. no

Find the Fifty—25, 6, and 19 should be circled

Halloween Scramble—party, girls, boys, witch, kettle, roll, black cats, witches, broomsticks, spooks, games, apples, popcorn, doughnuts, cider, good time

An October Puzzle—



The Riddle Box—the seeds are planted in the spring; you're too young to smoke; a pig; you go on a head—I'll hang around; your teeth; the mailman; a comb

Where Are They Hiding?—

1. prowl	3. towel	5. growl	
2. howl	4. bowler	6. vowels	

Notes from *Aunt Grace*

Dear Girls and Boys,

The mailman is always bringing me surprises. This morning he left a little package at our house. Agnes and Lucifer were very excited and so was I. I unwrapped the little box and found a pair of pretty red earrings. They're not like most earrings for they are made of tiny pieces of stone placed in a flower design.

But most important of all they were sent from the United Nations by one of my nieces. The tag on the box said that they were made in Italy.

She is visiting an aunt in New York. I am waiting to hear how she liked her trip. She is going to write me after she returns.

Affectionately,

Aunt Grace

Dear Aunt Grace,

I am writing this letter for my sisters, Bunny and Penny, and myself. We live near an airfield. Our daddy is a jet pilot. We have never ridden in an airplane.

Robin Sanders, *Tennessee*

I've ridden in an airplane, Robin, but not in a jet one. They certainly do fly fast. I have difficulty trying to find them in the sky. When you write us again, perhaps you will tell us some more about Bunny, Penny, and yourself.

Dear Aunt Grace,

I am ten years old and live in the country. We have a new school in our town. It has many windows, and nice seats and desks. There are thirty-one boys and girls in my room. My friend, Patty, says "hello," too.

Brenda Malone, *California*

We're happy to hear that you like your new school, Brenda. We have a new elementary school in our town, too. It just opened this September.

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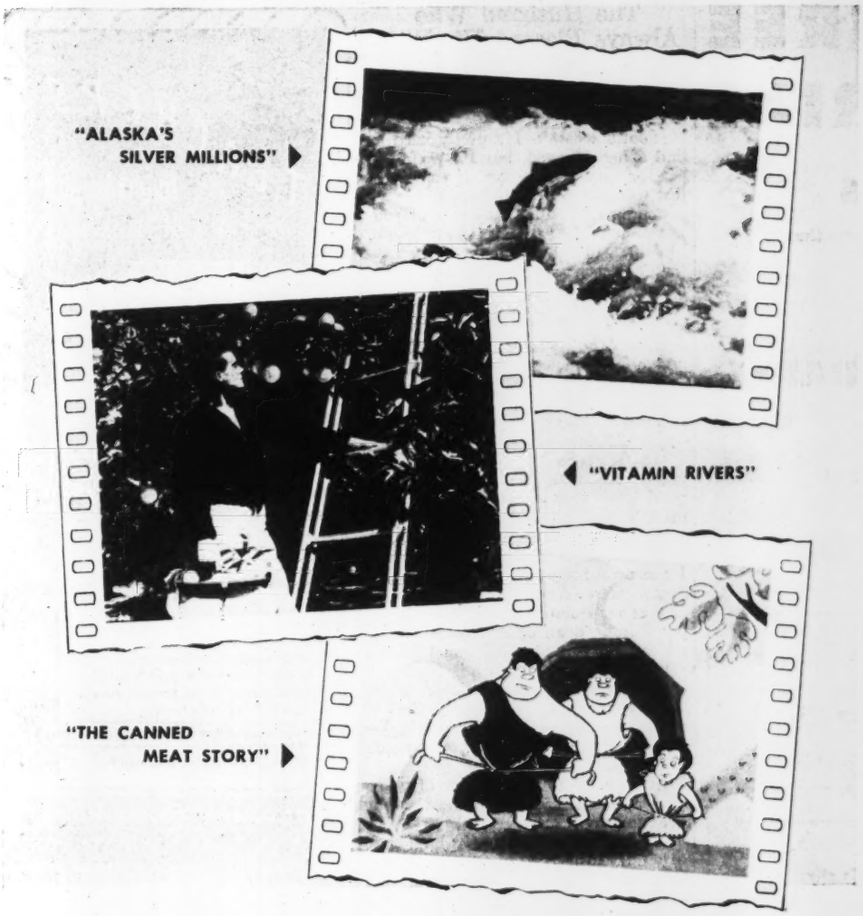

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BRITISH RAILWAYS

The Husband Who Always Pleased His Wife

(Continued from page 63)

besides. I wish my wife had a hen like that.

SECOND WOMAN—It's pretty hard to find a hen as good, but I'll exchange her for your white goose, if you like—just to make your wife happy.

OLD MAN—That's really nice of you. I won't refuse. Here's your goose, Ma'am. Just give me the hen.

(They exchange poultry and goodbys.)

Scene 3

(Old Man and the two Gentlemen and other Guests have just eaten.)

NARRATOR—And so, the little Old Man stopped at an inn on his way home from the market. He has just had a delicious supper.

OLD MAN—My, that was a good meal! My wife, bless her, is such a good cook, but even she has never made a meal as good as that.

INNKEEPER—Thank you. I am glad you like it. If there is anything else I can do for you, just let me know.

OLD MAN—Well, perhaps you can answer my question. All through supper I noticed an odor in here. It is not an unpleasant odor, exactly, and yet I can't seem to figure it out.

INNKEEPER *(sniffing)*—Could it be the sack of apples over by the fire?

OLD MAN *(going over and sniffing)*—Yes, that is it. What did you say was in the sack?

INNKEEPER—Oh, just a lot of withered apples a friend of mine brought over for my hogs.

OLD MAN *(horrified)*—A whole sack of apples to feed to hogs! Such waste. Why, my good wife was saying just yesterday that our cupboard hadn't a withered apple in it. And here you intend to feed a whole sack of them to the hogs.

INNKEEPER—Would you take them?

OLD MAN—I should say so. But I couldn't take them without giving you something in return. What could it be? *(Thinks.)* Would you care to take my little red hen?

INNKEEPER—Oh, the little red hen will satisfy me very well. Thank you so much. I'll just take her now, if you don't mind, and put her in my henhouse with my other hens. *(Exits.)*

FIRST GENTLEMAN *(to Old Man)*—Do you think you were very smart making an exchange like that?

OLD MAN—There's no doubt of it. Think how happy my wife will be when I bring her a whole sack of withered apples.

SECOND GENTLEMEN—I wonder. I have an idea you will be scolded the minute you get home with them.

OLD MAN—Oh, you are mistaken. My wife trusts my judgment. Why, just this afternoon she told me to take our horse to the market and exchange it for something useful.

FIRST GENTLEMEN—What did you do with your horse?

OLD MAN—Oh, I traded it for a cow.

SECOND GENTLEMAN—Where is the cow?

OLD MAN—The fact is, I traded her for a sheep.

FIRST GENTLEMAN—And where is the sheep?

OLD MAN—Why, I traded it off for a goose.

SECOND GENTLEMAN—I suppose you traded the goose too.

OLD MAN—Yes, I did. I traded it for that fine little hen you saw.

FIRST GENTLEMAN—Hmmm. The hen you just traded for a sack of withered apples. *(He laughs loudly.)*

OLD MAN—I think you are very rude to me. I have made a good trade

(Continued on page 69)

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The Husband Who Always Pleased His Wife

(*Continued from page 68*)

each time. I know my wife will be proud of me.

SECOND GENTLEMAN (*laughing*)—Your wife will be so angry she'll lock you out of the house.

OLD MAN—Are you sure of that?

SECOND GENTLEMAN—I'm so sure that I'll trade you my whole sack full of gold for that sack of withered apples if I am mistaken.

OLD MAN—Come with me. I shall prove to you that you are wrong.

(*All three exit.*)

Scene 4

OLD WOMAN (*rises from her chair to answer the door.*)—Oh, it is you, Husband. I had begun to think you would not be home before morning. Have you brought guests? How nice.

OLD MAN—It is good to be home, my dear. (*To the Gentlemen.*) Won't you be seated?

FIRST GENTLEMAN—Oh, no, thank you. We can't stay.

SECOND GENTLEMAN—If you don't mind, we'll leave as soon as you've told your wife about your trading.

OLD WOMAN—Oh, that's right. Did you trade the horse, Husband?

OLD MAN—Of course I did. I traded it for a good cow.

OLD WOMAN—Wonderful! Now we can have fresh milk every day.

OLD MAN—But I don't have the cow now. I traded her for a sheep with the thickest wool you ever saw.

OLD WOMAN—Oh, that was a smart thing to do. Wool always brings a good price on the market.

OLD MAN—Yes, but I traded the sheep for a white goose. I thought you would like one tied on the front lawn.

OLD WOMAN—You were right. (*To the Gentlemen.*) Isn't that just like my kind husband, always thinking of me? The goose would be very stylish.

OLD MAN—But I traded the goose, too, for a little red hen.

OLD WOMAN—You were clever to do that. Now we'll have eggs to eat.

OLD MAN—You haven't heard it all yet. I traded the hen for this sack of withered apples.

OLD WOMAN—You are so thoughtful of me. No other woman has a man so kind.

OLD MAN (*to Gentlemen*)—Now do you believe me, Gentlemen? My wife is always pleased with me.

FIRST GENTLEMAN—You certainly are a lucky man.

SECOND GENTLEMAN—Indeed you are. And here is your sack of gold. I wouldn't have believed there was such a woman if I hadn't seen her with my own eyes.

OLD MAN—Thank you, sir. Here, don't forget your sack of withered apples. I know that you will enjoy them.

SECOND GENTLEMAN—Oh, we will make your wife a present of them.

OLD MAN AND OLD WOMAN—Thank you. Good-by, Gentlemen.

NARRATOR—That finishes our little play. I am sure that now you can understand the saying that a good wife is more highly to be prized than fine jewels. King Solomon said that and he is noted for his wisdom.

Airplanes

(*Continued from page 29*)

different kinds of airplanes and to answer questions.

8. Creating poems and jingles using some of the sound words found in poems read.

9. Making up stories about airplanes and the people who work on them: "The Diary of a Mainliner," "One Day with the Stewardess," "Mark's Sky Ride," "The Adventures of a Monoplane."

10. Reading airplane poems aloud.

11. Making science experiments and developing science knowledge.

Air is real and resists objects moving through it. When an airplane is moving rapidly through the sky, air flows under the wings. This air pushes up on the wings. It holds up the plane. (See *Moving Air Gives a Lift*, THE INSTRUCTOR, June 1952, page 35.)

One of the worst things that can happen to a plane is to get ice on it. Ice does not form evenly. It changes the shape of the propeller, the wings, and the control parts of the tail; also, it jams the hinges and gives the plane a heavier load to carry. Planes can be equipped with deicers. Where the temperature is below freezing, there is little danger of ice forming on the plane because very cold air is dry.

12. Making up a play about the workers at the airport.

13. Telling about the airplane trip that a friend or relative has taken.

Locating the places on the globe. Finding out how many hours away these places are.

14. Collecting magazine or newspaper pictures for a scrapbook or bulletin board.

15. Enjoying airplane puzzles.

16. Assembling kits of airplane models which are inexpensive.

Learning

At the end of the time spent on this unit, every child in the class could tell the various parts of the airplane,

(*Continued on page 101*)

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AH-48

Witches' Charm School

(Continued from page 52)

Diana Witch had only moved into Witch's Heights a few weeks ago. She was lovely. Instead of dark hair, Diana had long, silky, golden hair. Her complexion was fair, and she had dimples in both cheeks. Besides, Diana never dressed like the other witches. Diana wore blue, white, pink, and other bright clothes. Usually, Diana Witch wore her witch's hat at a rakish angle, and she brightened it with costume jewelry. At first, the others didn't know what to think about her. A witch who wore colors and high heels had never been seen in Witch's Heights before. A friendlier witch than Diana would be hard to find. Several times a week, she invited the other witches to her cottage for coffee. Lately, she had been teaching them to play a card game called, "Witch's Canasta."

Winifred Witch watched Diana take her mail and go back to her cottage. Winifred had a sudden idea. She would ask Diana Witch what she could do about her figure and her hair.

Winifred Witch and Bruno crossed the lawn to Diana's cottage. Diana was more than eager to help. "I know just what to do," she said. "Take this card. Tonight when the moon is full, fly to Witch's Valley and go to this address. This card will admit you to Witch Charm. She will enroll you in her school. Witch Charm will really put you through the paces, but you will emerge a lovelier and happier witch."

That night, when the moon was full and golden as an orange from a giant's tree, Winifred Witch cranked her broomstick. It sputtered and coughed at first. When it finally started running, Winifred Witch and Bruno mounted it. The broomstick taxied around the lawn a few times before the take-off, and then slowly began to climb under its heavy load.

Winifred Witch and Bruno rode slowly towards Witch's Valley. Because Winifred Witch was so heavy the broomstick could barely get above the trees. At last, they looked down on the chimneys and steeples of Witch's Valley.

Winifred Witch, with the help of Bruno and Policewoman Witch, finally located Witch Charm's address. She knocked on the door under the sign which read, "Witches' Charm School." A few minutes later, Winifred Witch entered her first class. She answered roll call with fourteen other witches. Like Winifred, they all wanted to be prettier witches. Most of them were either too fat or too thin. Others had straggly hair or fingernails like claws. All wore drab, dusty, black clothes.

Then Witch Charm entered. She was like a ray of sunshine.

"Oh!" gasped the other witches in admiration. Witch Charm wore her witch's hat over curly red locks. Everything about her was lovely from her pretty skin to her short, clean fingernails.

"My dear witches," Witch Charm began, "you cannot become attractive or fashionable until you learn the first lesson. Black is going out of style for witches. Although it is still popular for certain occasions, you should accent it with a white handbag, a white band on your hat, or some costume jewelry.

"My second lesson concerns fingernails. Witches with long, dirty fingernails in Witch's Valley are fined. Long fingernails for witches went out of style long ago."

(Continued on page 82)

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The Farmer's Back Yard

(Continued from page 47)

Gray Squirrel thought and thought.

"I know," he said. "I'll tie my bushy tail to my back."

"Why?" asked Old Owl.

"Just to see how it would feel without a tail."

Then all the woods people formed a circle and skipped around, singing,

"Oh, skip and skip and turn a flip.
It isn't every night we slip
Into such luck, into such fun.
Come on, now, everybody run.
Keep the circle. Don't break the ring!
Louder, faster. Shout and sing!
The clothesline song is just the thing:
Flippity flop, flippity flop.
Clippety clop, clippety clop.
Swish, swish, who-oo—who-oo,
Skippety, skippety—boo!"

The farmer's wife heard the noise and looked out the window. When she saw all the woods people wearing her clean clothes, she screamed at the top of her voice.

"Scat, scat! Here, Dog and Cat.
Get busy! Chase them out of that.
Oh, oh, all my clothes!
Did ever a woman have such woes?"

Now the dog and cat had been sitting under the porch watching the fun. When the farmer's wife screamed at them, they knew it was time to get busy. So they dashed at the woods people with fierce cries,

"Bow, wow, wow, wow. Mew, mew, mew, mew.
Put back those clothes, we're warning you.
Or the farmer and his angry wife
Will go after you with the carving knife!"

The woods people were very much frightened. They took off the clothes and sent Gray Squirrel scampering back up the clothes pole. But, oh me, oh my, it was much harder to put the clothes on the line than it had been to take them off. Red Fox had to stand on his hind legs, with Brown Rabbit on his head, and Green Frog on Brown Rabbit. Then they passed the clothes and clothespins up to Gray Squirrel one at a time.

When all the clothes were back where they belonged, the woods people were so tired they crept back to the woods, groaning and moaning,

"Never again, at least not soon,
Will Gentle Breeze and Silver Moon
Get us, by any song or plot,
To try to be what we are not."

And while the woods people crept away, the clothes on the line flapped harder than ever, as Gentle Breeze laughed and whispered,

"Moan and groan, every one.
You'll not forget this night's fun.
Whether your life be short or long,
You'll remember the clothesline song:
Flippety flop, flippety flop.
Clippety clop, clippety clop.
Swish, swish, who-oo, who-oo,
Skippety, skippety boo!"

Jack Frost Goes to Work

(Continued from page 49)

remarked, "It's almost as good as being related."

"So you like autumn gold?" asked Jack Frost, throwing in a handful of dried buttercup.

"Yes, it's so cheerful. The trouble is that it's gone so soon. If there was some way of keeping a bit around through the winter I'm sure I should not mind the cold nearly so much."

"Should I, or shouldn't I?" thought Jack Frost to himself. "I could offer to paint the inside of his house, just as I did for Sammy, but I'll never get my regular work done if I keep on doing these odd jobs."

"I just hope that everyone appreciates you, Jack," continued Jack Rabbit. "You do so much to make the world brighter."

"Maybe I could do one more little thing," said Jack Frost. "How would you like to have your house painted yellow for the winter?"

"Oh, Jack, would you really?" cried Jack Rabbit. "It would make me happier than I can say."

"Then come along!" cried Jack Frost, seizing the pot of yellow paint. "I'll be glad to do it, but I'll have to hurry."

He rushed over and painted Jack Rabbit's house, then hurried back to his work. It was after sundown when he finished mixing the last of the colors, but he started on the maple trees right away to make up for lost time.

He went on to the nut trees next and gradually worked his way down to the valley.

"Shimmering snow stars!" he exclaimed. "What a lot of work there is for me to do here! Everything is as green as gooseberries in June. I'll certainly have to hustle to put on that autumn touch."

He was passing through a cornfield when he suddenly came across a very sad-looking scarecrow. His clothes were weather-beaten, his straw stuffing was half gone, and as for his face—Jack Frost had to look twice to see if he really had a face.

"Skipping skylarks!" cried Jack. "What a hard summer you must have had. I wish I could do something for

(Continued on page 76)

From this centuries-old experiment

comes this up-to-the-minute refrigerator

PROBABLY—like other students in these exciting days of scientific "miracles"—you are often puzzled as to why you should have to bother learning experiments that took place centuries ago.

Yet today's most modern aids to comfort and convenience—a Frigidaire home refrigerator, for instance—owe their existence to just such basic discoveries.

AND, as our General Motors engineers would quickly tell you—you have to know the old basic principles to understand how to make them work.

Two hundred years ago, Joseph Black and James Watt—as your textbook tells you—found out with the aid of a tea kettle that as a liquid changes into gas it absorbs great amounts of heat without getting any hotter.

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Hear HENRY J. TAYLOR, on the air every Monday evening over the ABC Network, coast to coast.

NOTE TO TEACHERS: Reprints of this advertisement, which appears in current issues of American Farm Youth, Scholastic Magazines and Boys' Life, are available upon request. Also in limited quantities, the interesting booklet, "A to Zero of Refrigeration," may be obtained free by writing General Motors, Department of Public Relations, Detroit 2, Michigan.

Combining Creative Dramatics

(Continued from page 61)

witches *like* black cats. *Maybe* she will give you a treat from her fine garden. But *do* be careful, Son. I don't like the wailing from the tower. I'm afraid she is a wicked old witch."

"I will be careful, Mother," he promised, and with a few hippety-hoppety jumps Happy Bunny was knocking on the castle door.

The door flew open and Old Witch Wobble cackled, "What are you doing here, you impudent scamp?"

Happy Bunny was so scared he felt like jumping out of his skin, Halloween costume and all. "A-a–it –is Halloween night– I–came to ask–for–trick or treat–" he stammered.

"Don't *mention* Halloween to me! I'm too old to go witching. And I'll see to it that the younger witches don't go either. I have them all locked in the tower. And *you*, young whipper-snapper, ask *me* for trick or treat! I'll treat you with this *broom* if you don't get away from here!" And she raised her broom to strike him.

Happy Bunny scampered away, so frightened he missed the trail home and found himself in the middle of the garden. "Yum, yum, here is a pumpkin as big as a tub," he said to himself. "What a funny jack-o'-lantern it would make!" Then he had an idea. Quick as a wink, he whipped out his Scout knife and made the big pumpkin into a grinning jack-o'-lantern. Then he stuck two branches into its sides for arms and two long ones into the bottom for legs.

Just then he heard the old witch coming toward him, muttering, "I'll see if that pesky bunny minded me." Happy quickly took off his cap, put it on the funny jack-o'-lantern and hid behind it. Old Witch Wobble took one look at that big-headed thing standing on tall legs. Then she turned and ran shrieking into the castle, stumbling up the stairs to the tower, calling for help.

She unlocked the tower door and the young witches came rushing down. But they didn't even look at Happy Bunny and the queer jack-o'-lantern. They mounted their broomsticks and rode away. How happy they were to go about their business of witching so the children at Halloween parties wouldn't be disappointed!

Happy Bunny hippety-hopped back home, feeling very proud of himself.

When Old Witch Wobble saw the young witches riding away, she shrieked and tore her hair. For all we know, the anger in her bony old body blew her up like an atomic bomb. Anyway, that's the last we have ever heard of Old Witch Wobble.

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Order the Ivory Inspection Patrol material for your classes with the coupon at left.

A Visit with the Firemen

(Continued from page 64)

And I keep them all working
With a good firm hand!

FIREMEN AND MARSHAL *(point)*
Down that brass pole,
When the bell begins to thump,
We slide like lightning.
We jump in our boots
And put on our hats. *(All put on hats.)*
And we spring to our duties
Like a pack of wildcats!

MARSHAL—*I* leave first in my red coupé.

JOE—*I* sound the siren to clear the way.

BILL—*I* jump to the engine and put it in gear.

TED—*I* am the man who hangs on the rear.

DICK AND RAY—
We pull on our coats
And hang on the side—
And, believe *us*,
We don't go just for the ride!

FIREMEN—No, sir! *(With emphasis.)*

MARSHAL—
I'm first at the fire
To see how it looks,
To see if we need
Any ladders or hooks.

JOE—I manage the hoses and couple them too.

BILL—I start up the pump so the water comes through.

TED, DICK, RAY—
We make sure, when our duties begin,
No creature remains trapped within.
Sometimes we're injured,
Always tired and sore,
But when it's all over
We go back for more.

JOE AND BILL—
Yes, back to the station, one and all
To start off quickly—on another call!
(A bell clangs loudly off stage.)

MARSHAL *(running off stage)*—An alarm, boys! *(Shouts.)* We roll!

FIREMEN *(following Marshal)*—
We're ready to go, when the message arrives,
To put out more fires and save some more lives!

MARSHAL AND FIREMEN *(shouting from off stage)*—Let's go!

(Continued on page 86)

The Floppy Swap

(Continued from page 50)

classes went on as usual. At noon all the children hurried home to get into their costumes. The streets and halls were full of ghosts and witches, pirates and Indians, skeletons and black cats, and even dancers and clowns, as the children trooped back to school.

Promptly at 1:15, the parade began. Mike and Don each paraded with the sixth grades. They didn't mind going through this because they now had their secret plan well into action. Each smiled to himself as he thought how clever they had been. Even their parents didn't know what they were doing.

After the parade each grade went back to its room for its Halloween party. When Miss Rector's sixth grade entered the room, a weird ghost was with the group. A similarly dressed ghost walked into Miss Mills's room.

In Miss Mills's room each person was given ten pieces of wrapped candy. They were going to play partners. If a person could guess another person, he could have a piece of candy. If he made a mistake he would have to give up a piece of candy. No one had to admit who he was out loud. Everyone simply shook his head to say yes or no. The ghost didn't seem to be having such a good time at the party. Somehow he just couldn't remember who the people were in that room. He still had his ten pieces of candy but he hadn't gained a single one from anyone else.

Across the hall Miss Rector's class was starting the games they had planned. The first game was called, "Swapping Seats in Ghost Heaven." No one was seated in his own place, but when Miss Rector called a name, that person swapped places with whoever was sitting in his own seat. Here was an emergency the ghost had not planned for. He didn't know where anyone sat.

In between swaps he shuffled up to the teacher, coughing a few times as he went as if he were choking from a ghostly feather.

"Please," he muttered in a disguised voice, "could I get a drink of water?"

"Of course," Miss Rector replied.

Out in the hall the ghost peered through the other sixth-grade door. Everyone seemed to be having a wonderful time, except one ghost who was standing gloomily by the wall. If only he could attract his attention! He tried making faces and even coughed several times, but the ghost refused to look toward the door. He knocked on the door once, but the party was so gay that no one heard him.

He was just about to give up in despair when he noticed that the ghost was walking toward the door. As quietly as possible he opened it a crack.

"S-ssst," he hissed, "ask Miss Mills if you can have a drink and come out here."

Soon both ghosts were in the hall.

"I want to go to my own party," complained Don.

"Well, go ahead," Mike replied. "I'm not having such a hot time. I can't remember who the people are, and anyway I think our room had better games planned."

Soon each ghost was restored to his own room and both boys had a swell time for the rest of the afternoon. In fact, Ghost Don got an apple when they all dunked for them even though he did get his head wet, and Ghost Mike pinned the tail exactly in the right place on the donkey. Going home from school with their ghost suits under their arms, both boys compared notes.

"Look," said Don, "that idea you had was no good. Let's never tell anybody that we did it."

Mike made a face. "I'll admit it was a poor plan. Just the same, you were as willing to do it as I was."

The boys stopped at the high school to watch the football practice. A few minutes later along came Miss Mills and Miss Rector on their way to the bus.

"Hello, boys," greeted Miss Mills. "Did you enjoy visiting in our room this afternoon, Mike?" she continued with a smile.

"Yes," added Miss Rector, "what happened that you didn't stay, Don? The party was just getting interesting when you left."

Mike's face was as red as his hair and Don felt himself blushing, too.

"How did you find out?" blurted Mike. "We didn't know anyone knew."

"That's a secret between us," replied Miss Rector with a laugh as the two teachers walked on, "but don't let it sock you too hard."

Neither boy had a thing to say after the teachers left. Don finally spoke first.

"Miss Rector never uses any slang," he muttered. "Yet she said, 'don't let it sock you too hard.'"

"I think she meant poke," replied Mike. "Her tongue got tied."

"I think she meant sock," replied Don. "What color are yours?" He pulled up his own pant legs displaying bright orange socks against his black shoes.

Mike had on brown shoes and green socks.

"Dead giveaway," said Mike in disgust, and with that both boys sat down on the grass and had a good laugh.

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You can make a copy of this book available to every girl in your class. It is the work of the same people who gave you "Very Personally Yours"—a more detailed booklet on menstruation for older girls. Either of these booklets can be used successfully by itself. You will find them of even greater value when used as part of the integrated program of menstrual education described here.

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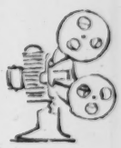

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The Ringing Doorbell

(Continued from page 49)

But before Donald had time to call, Ginger had bounded up the porch steps and onto the bench beside the door.

Donald crouched behind the lilac bush and stared. Ginger stood on his hind legs and reached the doorbell. One paw pressed firmly on the button. Donald could hear the bell ringing in the house. Then the cat jumped down from the bench and stood hopefully in front of the door.

In a moment Aunt Harriet flung open the door. She looked all over the porch and down the walk.

"Oh, come on in," said Aunt Harriet to Ginger. "It *is* about time for lunch. I just wish I knew who's ringing this doorbell."

Donald ran out from his hiding place. "Wait, Aunt Harriet!" he called. "I know the answer to your mystery. Ginger *is* a very smart cat."

"You mean *Ginger* rang the doorbell?" said Aunt Harriet, astonished.

"Your friend must have taught Ginger to ring the doorbell when he wants to eat," said Donald.

"That's it," Aunt Harriet agreed. "Go tell your mother that you are a very good detective, and ask her if you may have lunch with Ginger and me."

Rain in the Wind

(Continued from page 50)

toward them. Spinning the canoe around, the girls paddled fast toward a point on the bank where willow branches trailed their long tips close over the water. Grasping branches to steady the canoe, they watched the fine rain whispering down against the surface of the water.

Suddenly Running-Feet tilted her head and put a finger on her lips. From around the bend came a steady plop-plopping approaching their shelter. A partly grown doe broke through the willow branches. Mottled marks still faintly showed on the tan of her hips and shoulders. She stood there knee-deep in the water, her big eyes staring straight at the girls. The soft ears twitched. On she came, right into their shelter. She even bent her head and nibbled at a lily pad.

Then, snap! Running-Feet's branch broke, nearly upsetting the canoe. The deer wheeled through the willows and was gone! There were swift splashes where her dainty feet hit the water; then they heard her scramble up a bank and leap into the water beyond. At once came the heavy drumming sound of a duck rising into the air, then another and another.

"Running-Feet!" said Chotah, "let us go where the ducks are!"

Running-feet shrugged her shoulders and picked up her paddle. The canoe slid out of the willows into the rain. They followed the bank until they found an inlet where another stream moved slowly into the river. The girls paddled into it and found themselves in a wide stretch of water, with grassy flats showing dimly in the fog. Now and then a duck would rise from the reeds and go booming away.

Cho-tah flattened her paddle against the slow current and spoke excitedly, "My grandfather says where ducks gather in the marsh lands there is almost sure to be river rice. Oh, here it is!"

There indeed was rice, whole fields of it, the golden tan surfaces rolling back to mix with the fog. Heavy ripe heads, bending stiffly in the rain, hung over the girls' heads.

"Much rice," cried Cho-tah. "We will take some back to show our people. Then they will unload the dugouts and stay here all winter."

Back and forth the girls paddled. Running-Feet was at the bow, while Cho-tah pulled rice stalks over the canoe, tapping the heads with her paddle so that ripe kernels rattled out. At last she stopped.

"The rice does not come well. It is too wet."

"And so are we," cried Running-Feet. "We have rice enough to tell our story. Let us go home. They will think we are big girls to have found a rice field."

The Ojibway village, after learning that river rice was so near, decided to hunt no further for a winter home. They emptied their dugouts and soon a cluster of tepees stood pointing into the warm autumn sky.

In the days that followed, many canoes moved about in the shallow water of the rice marshes. The people bent the ripe heads of grain over the boat just as Cho-tah had done. Back at the village the canoes were emptied, the kernels parched gently over slow fires until the husks loosened. Everyone was busy. Young men poured the parched rice into kettles and danced upon it until they danced off the husks. Then came the girls' part. They dropped large handfuls of rice into birch-bark trays, and tossed it high into the air. The wind blew away the husks, and only clean rice fell into the trays.

Three times the Ojibways harvested the rice fields and cared for their crop. At the end of the season there were many bags of rice stowed away for winter food. Running-Feet and Cho-tah could not help being a little bit proud.

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Jack Frost Goes to Work

(Continued from page 71)

you. It will worry me to think of you standing there all winter looking like that."

He went on half a dozen steps; then turned back again. "There is something I can do for you," he said. "I can give you a new face with some of my bright paints."

Quickly he covered the scarecrow's face with bright yellow. Then he put on red cheeks and lips, brown eyes, and last of all, a scarlet necktie.

"There!" he cried, standing back and looking at the scarecrow in admiration. "Now you look as if you had a friend or two, and something to smile about. In fact—suffering sassafras! What am I doing standing around here? I have more work to do than a tinker on Tuesday." And, without another word, Jack Frost rushed off to sprinkle a covering of hoary white frost on the pumpkins.

The Corn-Meal Soldier

(Continued from page 52)

Ow!" His father rocked back and forth holding the injured arm. "I hit it in a tender place."

"I'll put on the cover and hitch up the horses," said Peter. "Why don't you go into the house and rest?"

Peter was an old hand at putting the cover on the Conestoga wagon. He was careful to see that the cords at the sides and ends were drawn tight so they wouldn't flap in the wind. Then he hitched the four powerful gray horses.

He was waiting at the doorway with the wagon and team, when his mother and Gerda came out. They handed him several baskets of food to put in the wagon.

His father went to climb in the wagon but he winced as he leaned on his sore arm.

"Your arm is still bothering you," Mrs. Decker was worried. "Don't go today."

His father awkwardly grasped the reins. "Everything's ready now. And I promised Herman I'd go as soon as possible. I'll be all right."

"Why don't you take Peter with you?" said Mrs. Decker. "Let him drive until your arm is better. Gerda and I will be all right here for so short a time."

"I could carry water for the horses and feed them, too," said Peter.

"Are you certain you can manage, Hilda?" asked Mr. Decker.

"Yes, there's plenty of firewood on hand." Mrs. Decker continued, "To tell the truth, I'd feel better about your going, if Peter was with you."

"Very well, you may drive, Peter," said his father.

"Good-by, Ma and Gerda!" called Peter, when he had climbed onto the seat behind the horses. "We will soon return."

At first Peter didn't notice the chilly wind whipping against his face. He was so happy to be going with his father. The red sun of early morning was soon lost behind dark gray clouds as the wagon jolted along.

It was noon when they came to the Schuylkill River and stopped to rest. Peter fed the horses. Then he took out the basket of pumpkin bread and ham, which his mother had fixed. He saw that his father's face seemed very pale and that he was not eating much.

"Does your arm still hurt?" he asked.

His father nodded. "It pains me more than it should. I'm glad that you came along. I'd have a bad time

(Continued on page 84)

From now 'til the holidays, be sure to schedule time for a cotton bag Christmas project. In making their own gifts from cotton bags, your students will develop resourcefulness and imagination as well as sewing skill. And the help you give in stretching family Christmas budgets is sure to be appreciated at home.

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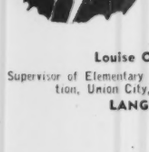
Specialist in Elementary Science, U.S. Office of Education
SCIENCE

F. Dean McClusky
Associate Professor of Education, University of California, Los Angeles
AUDIO-VISUAL AIDS

Hannah M. Lindahl
Supervisor of Elementary Education, Mishawaka, Indiana
SOCIAL STUDIES

Paul L. Hill
Director of Educational Counsel, Winnetka, Illinois
CHILD DEVELOPMENT



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Teacher, Idyllwild School of Music, Idyllwild, California
MUSIC

Lucile H. Latting
Consultant in Elementary Education, Colorado State Department of Education
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ART AND HANDWORK

Louise Oakley
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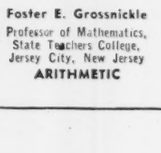
LANGUAGE



Foster E. Grossnickle
Professor of Mathematics, State Teachers College, Jersey City, New Jersey
ARITHMETIC

Guidance in Citizenship through Social Studies

HANNAH M. LINDAHL

"I am an elementary teacher who has been told that we are to teach citizenship in our social-studies program. Please explain to me how to organize a citizenship unit."

Such was the earnest request which came to the writer of this article not long ago. It expressed a sincere recognition of an important teaching assignment and also a need for specific help in fulfilling the assignment.

Worthy citizenship is one of the major goals of the whole educational program. Unless, as we work with children, we contribute to their growth in good citizenship, our work will have been in vain. Our ultimate purpose is to promote the development of those attitudes and habits which are the basis of intelligent, wholesome, useful living. Therefore, in the social-studies program, as in all other learning areas, we are vitally concerned with helping children to become worthy members of society.

No area in the school program offers a better opportunity for teaching citizenship than does the social-studies area. Let's be specific, however, by citing definite examples of the citizenship-building activities in which children may engage.

First, we should realize that teaching citizenship does not consist of assigning pages in school textbooks or in outlining a citizenship unit, for, in its broadest aspects, citizenship is not learned from a book but through striving toward ideals as exemplified in the lives of great characters of both the past and the present, through living harmoniously and unselfishly day by day in the home, in the classroom, and in the community, and through accepting responsibility for contributing to the happiness and welfare of the family group, of the school, of the community, and of the larger scene.

In the Kindergarten

On the other hand, although the teaching of citizenship is broader than any social-studies units, we recognize that the units are very important because they provide an organized means of approach to the teaching of citizenship. In the kindergarten and in the first grade, for example, the child is learning to make an adjustment to living with a larger group than the home group. Therefore, the social-studies program often centers around the units Living in the School and Living at Home. Emphasis is placed upon providing the child with many opportunities for learning to share toys and classroom materials, to courteously wait his turn at the drinking fountains, to use playground equipment properly, to participate in group conversation and discussion, and to be kind and helpful at home and at school. In the social-studies program, time is taken to make simple gifts for members of the family group and to plan how the class may be good members of the school group.

First Grade

Another social-studies unit which is frequently used in the first grade is Living in the Community. Through this unit the child's world expands from the limitations of home, school, and neighborhood to the environs of the entire community. As he is led to understand how the community workers serve, help, and protect all the people in the community, he begins to lay the foundation for an appreciation of the service of others. This attitude is basic to good citizenship, for citizenship at a high level is not attained without a spirit of gratitude accompanied by a desire to render some service in return.

Grades Two and Three

As the child's world continues to expand in grades two and three, his understanding of the interdependence of all the members of the human family is built through units in the social studies which show him how many of the basic needs of life, such as food, shelter, and clothing, are enjoyed by man because of the work of many people. As he learns how many different workers and materials are needed for the preparation of a meal, the building of a house, and the making of a garment, the attitude of indebtedness to others is further developed and strengthened.

From the strengthened attitude of gratitude and indebtedness should develop a greater respect for property, personal and public, as the child realizes that each finished product represents much labor on the part of many persons. One basic element of good citizenship is pride in the appearance of the community and a willingness to help in maintaining that appearance.

Through the social-studies units, the school can guide the children in developing this pride by participation in the care of the school grounds, by planting flowers, shrubs, and trees in the schoolyard, by taking trips to a near-by park to admire and enjoy the handiwork of the park caretakers, and by taking a walk to observe the work of residents in beautifying their personal surroundings. The wanton destruction of public property and the willful disregard of personal property by some of our children today indicate that our social-studies program needs to give greater attention to this aspect of training for citizenship.

Third and Fourth Grades

Although the social-studies units in the third and fourth grades may vary in different school systems, generally there will be an opportunity to continue the expansion of the child's world through units pertaining to the early history and growth of the local community and of the state. This will permit a widening of the child's horizon, not only in terms of space but also in terms of time, for the present will be seen in its relationship to the past. Here, again, the child's attention is directed to the service of others as he is led to realize that the present community has its roots in the labors, sacrifices, and hardships of all those who had a part in its

(Continued on page 81)

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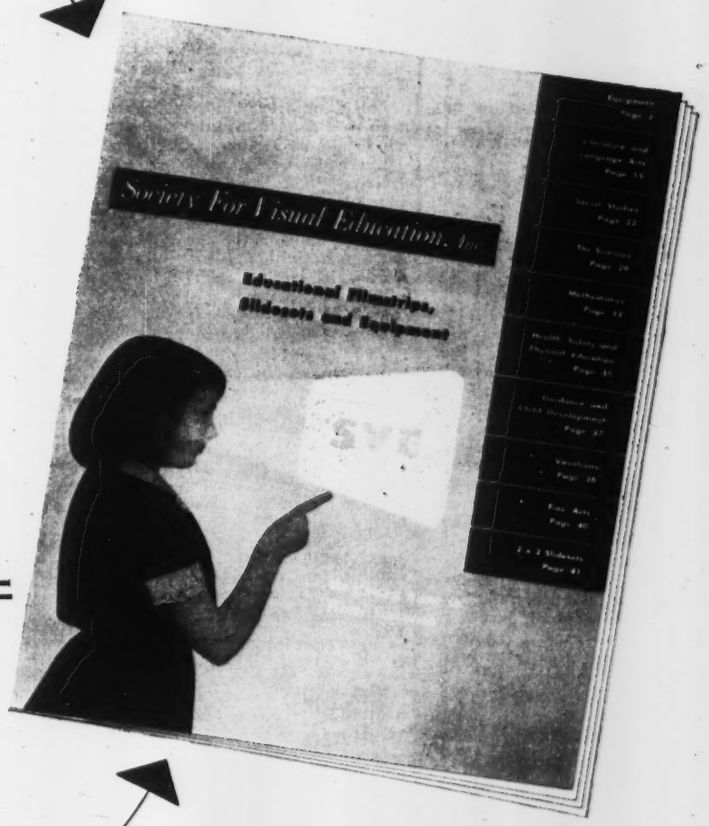

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History on Review

(Continued from page 61)

The class then divided into committees whose task it was to do sufficient research on each period suggested. This was to enable the children to present the central thought of their assignment as accurately and concisely as possible. Each committee met at different times with the teacher. The radio script we developed was the result of our concentrated and combined efforts.

The characters used were the following.
Narrator
First Choral Group (8)
Second Choral Group (15)
Patrick Henry
Bill of Rights (8 people)
Drummer
Fife Player
Chorus (the entire group)
First Patriot
Second Patriot

The program began with the Narrator's introduction, as follows. "June is the month of reviews in many subjects taught in our public schools throughout the country. Today we have selected American History as the subject to pass in annual review before the public. We shall attempt to describe each section fully. In this way we shall unfold for your listening pleasure the Tale of America, the most colorful and fascinating story we have studied during the past school year. Listen! (*Soft sounds of the rhythmic beat of "thunderdrums" are heard in the distance. These were produced by beating palms of hands rhythmically on desks or tables while "Thunderdrums," from* The American Singer, Book 6, *was chanted by the Chorus.*) Just as I thought—they are Indians! Sioux, Pueblos, Navahos, Incas, Aztecs, Iroquois, Cherokees, and others are indicated by their tribal dress. These Indians were the original inhabitants of the Western Hemisphere long before the explorers came to these shores. They are now passing before us. Hear a snatch of a tribal chant before it dies down in the distance." (*Chant reached loudest pitch at this time and then faded away into a whisper.*)

The Narrator continued: "Who are these men dressed in such resplendent robes and armor following right behind the Indians? Why, of course, early explorers! They are the bold, fearless adventurers of the past. Visions of gold, silver, and power urged them to blaze a trail across the Atlantic Ocean to a new world in the Western Hemisphere. Here they come—Columbus, Vespucci, Magellan, Cartier, De Soto, Cortez, Pizarro—I believe they want to say something. Speak up, my good men! (*The choral recitation of "Christopher Columbus," by Rosemary and Stephen Vincent Benet, was supposedly done by the explorers.*) What an unusual way to tell us about the experiences of a member of their group! We hate to see them march off, for they provided such a spectacular and interesting episode in our history."

Each succeeding "Period" was introduced by the Narrator. The Colonization Period was represented by the singing of "Thanksgiving Hymn" from *Twice 55 Community Songs, The Green Book*. The fife and drum playing "Yankee Doodle" for the Revolutionary Period formed a background for the voice of the pupil Patriot who quoted Patrick Henry's famous words and for the Preamble recited chorally. This was followed by the Bill of Rights given by eight children. The next two Periods featured "Columbia, the Gem of the Ocean" (hummed as background for Narrator's words) and "The Star-Spangled Banner" (sung in full chorus).

A few bars of a recording of the "Sabre Dance" (Columbia Record) introduced the Industrial Revolution Period. The Choral Group recited "Oregon Trail" (*Grade 7—Literature Series of Anthologies,* published by the Macmillan Co.) to represent Westward Expansion. "Battle Hymn of the Republic" was hummed softly as the Narrator spoke of the Civil War Period. This was followed by a solo speaker who recited "O Captain, My Captain," while the Chorus hummed "Massa's in the Cold, Cold Ground."

The Spanish-American War Period was introduced with the lively singing of "When Johnny Comes Marching Home." This faded into soft humming as the Narrator began to speak. The Chorus resumed singing the same song, which was followed immediately by a medley of songs of World War I.

Now we will go back to the actual words of the manuscript for the concluding episodes.

NARRATOR—Zowie! that group followed so closely on the heels of the 1898 group that I did not have a chance to announce it before it approached the reviewing stand. That, my dear listeners, was the group that defended our nation in World War I when world democracy and freedom were being threatened.

(*Chorus sings "Let's Remember Pearl Harbor"—sheet music.*)

NARRATOR—Pearl Harbor—the scene of a bombing that plunged the United States into the Second World War. Every branch of our armed services is represented in this section of our review—the Army! (*Chorus sings two bars of "Caisson Song."*) The Navy! (*Chorus sings two bars of "Anchors Aweigh."*). The Marines! (*Chorus sings two bars of "Marine Hymn."*) The Air Corps! (*Chorus sings two bars of the Air Corps Song.*)

NARRATOR—This next section is so impressive and significant to the American way of life. Peace, in a robe of pure white, carrying an olive branch in her hand, is proudly leading the group. She knows that she is what all the people on the earth are praying for. However, she can only come to the earth when human beings have more tolerance and understanding for one another. Slowly, behind her, is marching the Statue of Liberty bearing aloft her gleaming torch that has been a symbol of welcome to people from the four corners of the earth in their quest for new opportunities and a new way of life. English, French, Slavs, Russians, Italians, Orientals, Greeks, Germans, and representatives of other groups from the Old World, by pooling and sharing ideas, have made America what she is today—America, the Beautiful!

(*Entire Chorus sings "America the Beautiful."*)

When the Narrator speaks of "Indians in tribal dress" and "Peace in a robe of pure white" he is offering the listening audience something to visualize. There are frequent references to people in costume throughout the Narrator's speeches. This is a good radio technique and is also a way of developing the program for stage presentation.

One impression a program of this kind inevitably makes is that our U.S. history is largely made up of wars and periods of reconstruction. No matter how much we wish it were otherwise, that is a fairly accurate picture. I hope that the teacher who helps her pupils with a review program of this type always takes time to re-emphasize the problems which brought the wars about and those which followed them. Some progress toward nonbelligerent settlement of national and international problems may spring from the constructive thinking which starts in school.

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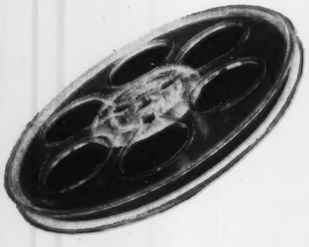

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Guidance in Citizenship through Social Studies

(Continued from page 78)

beginning. With proper guidance by the teacher, the child will develop pride in his community and in his state as he learns about the experiences of those who laid the foundations upon which succeeding generations have built.

Grades Four and Five

Either in grade four or grade five, or in both, the social-studies units generally are related to the building and development of our own country. As the children follow its growth from humble beginnings to its present position of world leadership, they learn about the invaluable service rendered by patriotic, liberty-loving citizens. Through careful guidance, the child will discover that one person inspired by vision and courage can change the course of man's destiny for all ages to come.

Use should be made of the child's tendency toward hero worship by frequently presenting interesting biographical narratives of those persons who made a marked contribution to our nation's development. Some children will voluntarily seek such reading material, as did the fifth-grader who, on a visit to the public library, said to the librarian, "Do you have a good book about Abraham Lincoln?"

"Yes, indeed," responded the librarian. "Are you preparing a report for your social-studies class?"

"No," replied the boy. "You see I want to read about Abraham Lincoln because I want to be like him."

What better citizenship training can we give children than to inspire them to wish to be like the individuals who led their country to heights of ethical and spiritual development!

The following series of historical biographies will be an excellent addition to any classroom library in the middle grades:

American Childhood Series, 60 titles (Bobbs-Merrill Co.).

Landmark Books, 30 titles (Random House).

Real People Series, 36 titles (Row, Peterson and Co.).

Grade Six

In grade six, the child's horizon is widened to include the history of man's development in the Old World. As the children discover that from the beginning of recorded history there have been individuals of great vision who have influenced the course of man's development, a broader background of understanding of our debt to our fellow man is built. Gradually the children realize that the greatness of any person is not in any way related to his race, nationality, or creed, but that it is determined only by the extent of his service to his country and to the world.

Throughout the social-studies program, we are trying to move the child toward a concept of an interrelated world. We endeavor to build up a strong feeling of loyalty to his country and at the same time to develop the realization that whatever happens in one part of the world may affect all mankind. This basic understanding is an essential part of the social-studies program and can best be developed through a study of history in the making, which we call current events.

A good citizen is not only one who has high intentions but also one who is well informed. This implies that he will keep his fingers on the pulse of national and world events, and that he will not be misled by propaganda but will search for facts and truth. The foundation for this intelligent approach to the interpretation of historical events can be laid by having a classroom library consisting of many different historical references and several current-events newspapers. As the children make reports from different sources, they will learn that various sources will not always be in agreement because of personal bias or limited information.

In helping the children to be alert to news of significance, the class may be divided into committees that will weekly share the responsibility of posting on the bulletin board important items classified under the following headings: Local News, National News, International News.

(Continued on page 103)

"Another year here and I can afford to go back to my old job teaching school."

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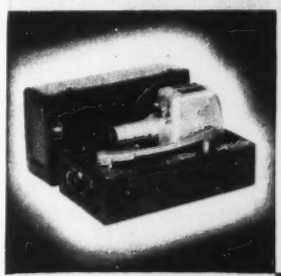

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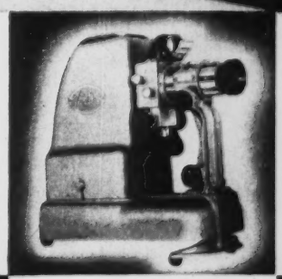

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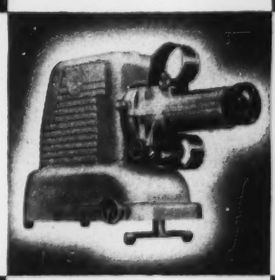

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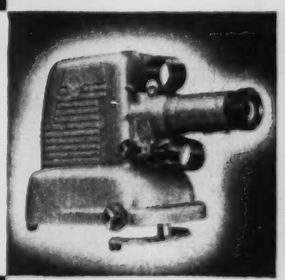

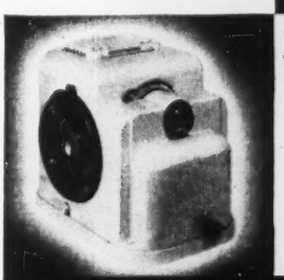

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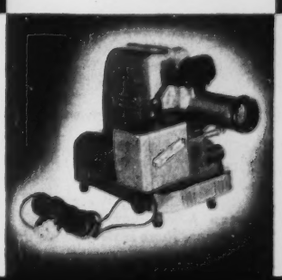

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Witches' Charm School

(Continued from page 70)

Witch Charm continued her speech. Winifred Witch thought she would never get to witches' hair styles or how to get thinner. But Witch Charm did finally reach the part of her lecture concerning hair and then reducing, and gave them a very thorough discussion.

In fact, Witch Charm talked until the moon was setting and the stars were fading in the night sky. Before the class was dismissed, Witch Charm asked the witches to return the next night and every night for four weeks.

Winifred Witch was still as fat as ever and her hair was not glossy and shiny but she felt that she had learned a great deal from Witch Charm.

At the end of the first week, Winifred Witch left the Charm School with her hair in pin curls. She not only had a new hair style but a new permanent as well. As Diana Witch said, the teachers really put you through the paces. Winifred Witch was on a diet. Every night at Charm School, she had to do exercises.

Winifred Witch was growing slimmer and prettier. Diana and Winifred agreed to keep Winifred's going-to Charm School a secret. In Witch's Heights, the other witches could not understand the lovely change which was coming over Winifred, nor why she was never at her cottage at night.

"It must be love," said Witch Winnie, one of the oldest witches in the community.

Then came the night of the Witches' Ball. Winifred's black evening dress fitted perfectly now. With her new hair style, slender figure, pretty skin, and short, clean fingernails, Winifred Witch was one of the prettiest Witches the Halloween Moon had ever looked down upon.

Winifred donned her black witch's hat, sparkling with costume jewelry and touched off with a fresh band of ribbon which matched her clean white gloves, and she and Bruno left for the Witches' Ball. The night was sharp and clear, and there was a nip of frost in the air.

"What a perfect night for the Witches' Ball!" said Winifred.

Bruno nodded in agreement.

The night was really inviting as the autumn breeze wafted the smell of bonfires, dying oak leaves, and late fall flowers.

"How lovely you look tonight, Winifred," complimented Jimmy Jack O'Lantern as he cut in on Johnny Cornstalk during a waltz.

The main attraction of the evening was "The Race of the Witches to the Moon." The witch who could first reach the moon on her broomstick would receive a prize.

"The prize," said Johnny Goblin, "is the new, recently perfected, jet broomstick. Have your broomsticks in gear, witches, for this is truly the biggest prize ever to be given at the Witches' Ball."

Winifred Witch lined up with the others. How she wanted to win the new broomstick! Although she was slender now and her broomstick would soar again to high altitudes, she truly needed a new broomstick. During the years she was so fat her broomstick had carried a double load until it was nearly worn out and not any too safe.

Humphry Pumpkin fired the signal. They were off!

Winifred and Bruno soon gained first place. They were far ahead of the other witches. On and on they flew toward the moon.

"Are the others far behind us?" Winifred Witch asked Bruno. She did not dare to take time to look behind her.

Bruno nodded.

Then the broomstick began to spit and sputter. Winifred urged it ahead, although she realized they were losing speed.

"Are the others still far behind us?" she asked.

Bruno shook his head. Winifred glanced back. There was Witch Georgina coming around the star which marked the halfway mark. Several others were close behind her.

The broomstick began picking up speed again, and Winifred and Georgina were running broomstick to broomstick. Then Georgina passed them. The moon was just ahead. When Winifred and Bruno thought everything was lost, Witch Georgina ran out of gas. Winifred Witch and Bruno reached the moon before they realized what had happened.

"The winner!" shouted Punky Gnome, and he showered Winifred Witch and Bruno with handfuls of rose petals. By now, the others had arrived.

"Congratulations, Winifred!" the others shouted. All circled around to take a look at the new jet broomstick.

"You are to fly back down to Witch's Hall upon it, Winifred," said Punky Gnome, "and you take one other witch as a passenger."

"Hop aboard, Diana Witch," said Winifred.

"Righto," said Diana eagerly.

Then they were off again with Winifred, Diana, and Bruno in the lead.

Back at the hall, there were games, dancing, and a banquet. Although

(Continued on page 101)

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The Jester Shows Them How

(Continued from page 64)

QUEEN (*furiously*)—Pyro, have you seen the royal kitchen? It's a wreck. Some fool started a fire in it!

KING (*soothingly*)—Now, now, my dear, don't get excited. Remember, it's bad for your blood pressure.

QUEEN—Blood pressure indeed! Look at this broom! Look at this pot! Ruined, that's what, ruined! The whole kitchen is ruined. I suppose it's good for my blood pressure to see my kitchen ruined!

JESTER—Do you really think so? I'll set fire to it every day then, if it will help the Queen's blood pressure.

QUEEN—Silence, you fool! (*She throws pan at Jester but he ducks.*) It's *bad* for my blood pressure!

JESTER—I was only trying to help. (*He picks up pan and puts it on his head upside down.*)

QUEEN (*to King*)—What about my kitchen? I need an entire new one, so just have this lazy Prime Minister here appropriate enough money for one right away. If you don't, the cook will quit and I'll have to do all the work. And you (*pointing to King*) will have to wash the dishes! (*Exits, followed by Ladies-in-Waiting.*)

JESTER—Ha! Ha! The King has to wash the dishes!

KING (*sadly*)—She'll make me do it, too. (*He turns to Prime Minister.*) Well, Mr. Prime Minister, appropriate enough money to make a new kitchen for the Queen.

PRIME MINISTER—Your Majesty, we have very little money in the royal treasury. I don't see how we can pay for a new kitchen.

KING—This is terrible! Why is there no money in the royal treasury?

PRIME MINISTER—Because of fires.

KING—Fires! How is that?

PRIME MINISTER—Fires have damaged so many houses and factories that we lose money constantly. You can't put a tax on a house that's burned down. And if a factory is ruined, it can't do any business; so I can't tax that either. Believe me, Your Majesty, fires hurt everybody, not only those whose properties burn!

KING—That's all true, more's the pity. We'll have to do something about these fires. Now, Mr. Prime Minister, what do you suggest?

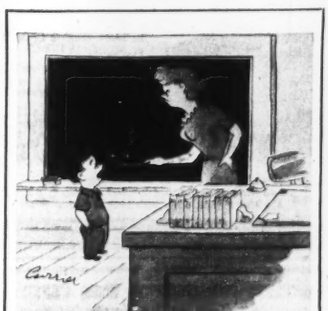
PRIME MINISTER—I don't know, Your Majesty. It's not my job.

JESTER—Ha! Ha! He doesn't know!

KING—Silence, Fool! (*He turns to the Captain of the Castle Firemen.*) How about you, Captain of the Castle Firemen? What ideas do you have?

CAPTAIN—I don't know either, Your Majesty.

JESTER—Ha! Ha! He doesn't know, either.



"I refuse to answer on the grounds that I don't know the answer."

THE INSTRUCTOR

KING (*to Jester*)—If you think it's so funny, maybe you have a good idea.

JESTER (*suddenly serious*)—Well, yes, I have.

KING—You have!

JESTER—Sure! It's simple. A fire can't do any damage until it starts to burn. Therefore, all you have to do is keep fires from starting.

PRIME MINISTER—Bah! Any fool knows that!

JESTER—But I was the only fool who said it!

KING—That's all well and good but how do we keep fires from starting?

JESTER—That's easy, too. Just call in your Junior Fire Fighters.

KING—Who are they?

JESTER—Why, all the boys and girls of the kingdom of Pyromania are Junior Fire Fighters. Shall I call them?

KING—Certainly.

(*Jester goes to door and whistles. Enter Junior Fire Fighters, led by Junior Captain.*)

KING—So you're the Junior Fire Fighters. Tell me, do you think you can stop these fires in my kingdom?

JUNIOR CAPTAIN—Yes, indeed, Your Majesty.

KING—How will you do it?

JUNIOR CAPTAIN—Fires start because people are careless. In our investigations throughout your country, we found that many people are doing careless things that allow fires to start. Each one of the Junior Fire Fighters has a suggestion for you to make into a law that will prevent fires.

KING—Excellent! I'll pass every law. (*He turns to Jester.*) Jester, I now promote you to be my Minister of Fire Prevention. Make a note of these laws.

(*Continued on page 103*)

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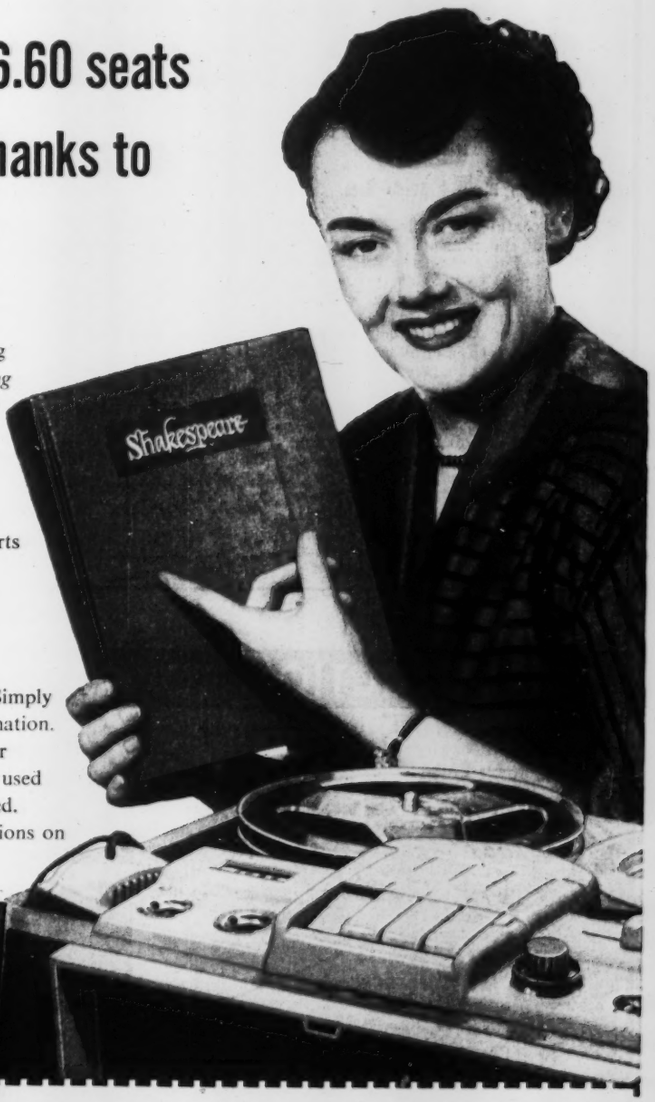

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The Corn-Meal Soldier

(Continued from page 76)

trying to do everything with only one hand."

"I like driving the team even though it is windy and cold. Are we far from Greenwald's Tavern?"

"Yes. And I don't like the look of the sky."

The first big snowflakes came down slowly. But as they drove on the snow whirled down faster, turning the hills white. The wagon wheels began to slide as the horses struggled to pull the heavy load up the hill.

"We can't go on in this storm!" called Mr. Decker, shouting above the wind. "We'll stop at the next house!"

The snow came in blinding gusts. Peter looked in every direction, hoping to see a light from some house. But the swirling snow walled off his view. At the crest of a hill, he stopped the horses.

"I think we're off the road," he called to his father. "I can't find the marked trees."

They lit a lantern. Peter walked back, stopping at each tree to look for the blazes that would show where the road went. He found the place where he'd missed a turn to the right.

When they were back on the road again, he held the lantern and walked ahead, leading the horses.

"You must be tired, Son," said his father. "I'll take my turn at walking, while you ride."

Peter wished he could curl up under the warm fur robe in the wagon and sleep. His feet and legs were beginning to ache. But he thought of his father's pale face and the hungry soldiers at the Forge.

"No, Father. I'll walk a little longer. You might stumble and fall on your bad arm."

Once he caught a faint glimmer of light down in the valley. Then it was lost in a whirl of snow. He began to wonder if he'd really seen it at all. Walking through the drifted snow grew harder. Even the powerful draught horses were breathing heavily from the steep downward haul.

At last, when Peter was wondering how much longer he could go on, he saw a tiny blinking light off to the left. His father, riding in the wagon, saw it, too. "Praise be to Heaven! It's Greenwald's!" he shouted. "And not a moment too soon!"

A lantern was blowing in the wind at the doorway of the inn. Peter pounded on the door.

"Let up!" cried a voice inside, "I'm lifting the latch."

The door swung open. Tom Greenwald stood there—tall, broad, and red of face, with only a few locks of white hair near his ears. He remembered Peter.

"Why, Peter Decker!" exclaimed the innkeeper. "What brings you here on a night like this?"

"We are taking supplies to Valley Forge. When this snow came up, we almost got lost. My father's in the wagon outside. His arm is hurt," said Peter. "Can you help him down?"

"Of course, come in, my boy, and warm yourself! I'll fetch my coat and take care of things."

The glowing fire on the big hearth warmed Peter's feet. He leaned back in the chair, glad to rest. Tom was talking to his father in low tones.

"It's good that you arrived so late," Tom was saying. "Three of General Howe's soldiers came in this afternoon. They are sleeping now."

"What about my wagon?" asked Mr. Decker, alarmed. "They must not find the meal I'm taking to the Forge."

(Continued on page 85)

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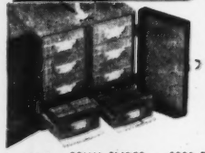

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The Corn-Meal Soldier

(Continued from page 84)

"I'll hide the wagon in the old shed behind the barn," said Tom. "I don't think they'll bother to look there.

"Plague take me, Henry! I've been talking and never thinking of your injured arm. Peter said you'd hurt it."

Mr. Decker nodded. "It was a foolish thing to do. A heavy plank fell against it, when we were loading the wagon. And I've never had such a pain."

Tom was on his feet at once. "Let's have a look at it."

Very carefully, he helped Mr. Decker take off his coat and shirt.

"Why, it must be broken, Henry! It's quite swollen," Tom exclaimed. Tired as he was, Peter leaped up to see the arm. It was not only swollen, but turning black at the elbow.

"I'll call my wife," said Tom. "She knows how to take care of injuries."

After Mistress Greenwald had poulticed and bound up his father's arm, Peter felt less worried. He helped his father get to bed. He himself fell asleep almost immediately.

When Peter woke in the morning, his father was still sleeping. He dressed quietly and left the room.

He was about to enter the main room of the inn, when he heard loud voices. Tom Greenwald was speaking.

"I tell you, you will not find any thing in this house, or on my land! I only have supplies enough to feed my guests."

"We're not accusing you of anything, Mr. Greenwald," said a gruff voice. "But supplies are getting through to Washington. So General Howe has ordered us to look into the matter."

"This would be a good stopover point. It's one of the few inns on a road leading to the Forge," said another voice.

Peter had heard enough. He knew they must be the British officers. They would soon be searching for supplies. They must not find the wagon of meal. But his father was asleep and, even if he were awake, his arm was too bad for traveling. It looked as though it was up to Peter to get the wagon to Valley Forge by himself.

He turned and hurried toward the kitchen. An old leather coat and cap of Tom's hung on a peg in the back hallway. He put them on, for there was no time to go to his room for his own coat.

Mistress Greenwald was filling a teapot when he entered the kitchen. Peter put his finger to his lips for silence. Without saying a word, she led him to the back door of the inn. Quietly she swung it open.

"Tell Father not to worry. I'm going to the Forge," whispered Peter as he stepped out into the snow.

He ran as fast as he could to the old shed. There were the wagon and horses as Tom had said. He fed and watered the horses and then hitched them to the wagon. As he led the horses out of the shed, he looked around but the officers were still in the inn. Peter knew he would have to drive the wagon past the inn. Fortunately there were some evergreen trees between the inn and the road. Perhaps the snow from yesterday's storm would soften the noise of the wheels.

Peter drove the horses past the inn at a slow even pace. He did not want to appear to be running away. Then he urged them on at a faster pace. He turned often to see if anyone were coming after him. But no figure was stirring on the still white countryside and his pounding heart began to slow down.

There was no wind to beat against his face today. He could easily follow the blazes on the trees that marked the road. Before long, Peter saw a sentry on horseback blocking the road.

The sentry raised his musket, "Halt! Who seeks to enter?"

"I'm Peter Decker. My brother, Herman Decker, is in this camp. And I have a load of corn meal for the General's army."

The sentry lowered his gun. "If you come with food, you're more than welcome! I'll take you to Major Barkley, the supply chief. Follow me, Son."

Major Barkley smiled kindly when he heard Peter's story.

"So you took that wagon right out from under the noses of those snoopy Redcoats! Your father and brother can be proud of you. I'm glad you did it, lad! And thankful you made it through the blizzard.

"The corn meal will make a thousand loaves of bread. And great is our need. Some folks won't sell us food, because they don't believe our paper money will ever be good. Wouldn't you think they'd have a little faith in our money, when men like General Washington, Ben Franklin, and Thomas Jefferson are giving everything for a cause they believe to be right?"

"Only a wagon of corn meal," thought Peter. Yet in bringing it here, he was giving something. He was helping the cause, too. His brother Herman helped by being a soldier; his mother, by spinning and knitting; and he and his father by farming. General Washington needed them all as much as he needed his soldiers!

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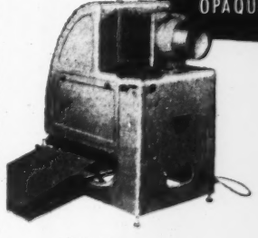

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A Visit with the Firemen

(Continued from page 72)

ALL CHILDREN—
My, but we've learned a lot today
Of a fireman's life and a fireman's way!
And now we're sure that it's not all fun
To ride when the red truck makes a run.

JOHN AND MARY—
There's danger from crashes,
From smoke, and from burns.

DAVE AND LOUISE—
The fireman's pay
Is a thing he earns—

RALPH AND CAROLINE—
By keeping us safe from the Demon Blaze
That knows no nights and knows no days.

ALL CHILDREN—
But now our friends have another call,
So we'll be leaving. Good-by to you all!
(All wave to audience as they exit.)

Miss Ray Has a Visitor

(Continued from page 26)

The sixth-grade teacher slants her pupils toward a unit on Mexico by displaying some souvenirs from that country. As a result, the children in that room spend two or three months being Mexican children, and the whole classroom bespeaks that environment.

Yes, units start in a variety of ways and, well conducted, they form one of the best teaching and learning motifs for middle-graders. The first requirement is to have a subject that has definite appeal for children of a given group. As the year progresses and one unit is completed, sometimes another follows as an outgrowth of the previous one; if not, we allow freedom of choice for the next project.

The procedure of the unit is built on a general interest base and is set up to catch the attention of learners. The first aim is to focus attention on the problems. The children are given freedom here, too, in selecting the specific areas in which they care to work. Some who excel in handwork may do something in construction; the advanced readers would normally do the more difficult research, while the several committees function in many ways to throw light on what the class wants to know.

This developmental stage may occupy from two to ten days, depending upon the interest span of the learners. Source material is tapped, and the gathering of information may include interviews, field trips, the use of all kinds of text materials, as well as integration with the creative arts.

Toward the end of the exploring period—whether it be days, weeks, or months—some sort of culminating activity is usually planned. The learnings of the unit are now tied in with past knowledge, and may take the form of an exhibit, a short program, or some sort of display which others may share. Sometimes the culminating activity becomes an assembly program such as Miss X recently presented with her third-grade class at the close of an Indian unit. In some cases, a scrapbook is an end product which takes its place among the child's keepsakes.

The Visitor Is Curious about Evaluation

Then you feel that unit teaching and learning have lasting values. One final question: How do you mark the report cards if you do not separate the school day into formal parts, with a time for history, geography, and so on?

(Continued on page 101)

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The History of Our Community

(*Continued from page 34*)

it worth while to develop one phase of a community history to give children experience in fact finding, and to create an interest in historical records and public property.

We are including our Table of Contents to give you an idea of the scope of our project, and as a help in choosing some topic to use as a classroom activity.

Introduction

Page 1. Where Bon Secour got its name.
Page 2. Map of Bon Secour.
Page 3. Map of Bon Secour Bay and Mobile Bay with the Ship Channel and Intercoastal Waterway.

Chapter I. People

Page 4. Map of Bon Secour locating all the families.
Page 5. List of old families who settled here.
Page 6. List of old families now living in Bon Secour.
Page 7. History of old families.
Page 8. Pictures of old-timers.
Page 9. An account of how the old settlers lived and how they got their food.
Page 10. Miscellaneous pictures.

Chapter II. History

Page 11. Ways the first settlers got land.
Page 12. The Old Fort in Bon Secour.
Page 13. Old cemeteries.
Page 14. The old blacksmith shop.
Page 15. The Negro village.
Page 16. Bon Secour's first car, and old roads.
Page 17. The yellow-fever epidemic of 1878.
Page 18. The war between the states.
Page 19. The salt wells of Bon Secour.
Page 20. "God Save the South" (national song of the Confederacy, we think).
Page 21. Map of Bon Secour showing where the Federal Army is thought to have landed when they were planning to capture Fort Morgan.
Pages 22–26. Several pages of old papers from the war between the states.
Page 27. Bon Secour's public road and public wharf.

Chapter III. Legend

Page 28. The Indian village.
Page 29. Pirates and their hidden treasure.

Chapter IV. Churches

Page 30. Catholic Church.
Page 31. Baptist Church.
Page 32. Nazarene Church.
Page 33. Episcopal Church.
Page 34. Blessing of the shrimp fleet (annual affair).
Page 35. Blessing of the farms (annual affair).

Chapter V. Schools

Page 36. Old schools (private and public).
Page 37. Swift Consolidated School.

Chapter VI. Business

Page 38. First store in Bon Secour.
Page 39. The stores now.
Page 40. The first post office, and the present building.
Page 41. Different ways mail has been carried here.

Chapter VII. Sea Food

Page 42. Fish and oysters.
Page 43. Shrimp.
Page 44. The old schooners.
Page 45. Present shrimp and oyster boats.

Chapter VIII. Farming

Page 46. Old methods of farming and old crops.
Page 47. Modern methods and modern crops.

Chapter IX. Natural Resources

Pages 48–49. The old Swift sawmill.
Page 50. Lumber.

Chapter X. Recreation

Page 51. Fishing.
Page 52. Swimming.
Page 53. Hunting.
Page 54. Square dancing.

Conclusion

Pages 55–57. Poems by the children.
Page 58. The autographs of all the children who worked on the history.

"Where do they keep the Daddies?"

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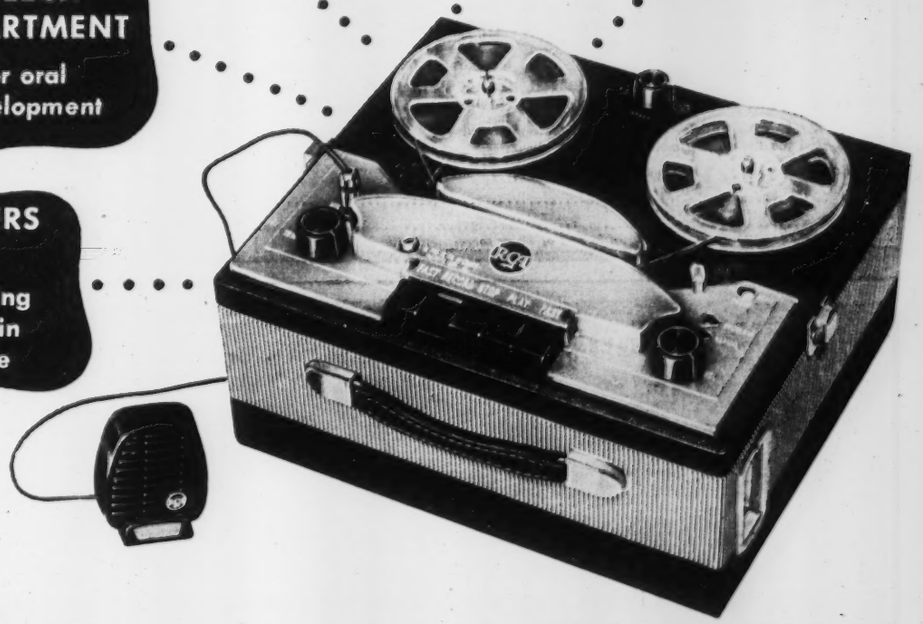

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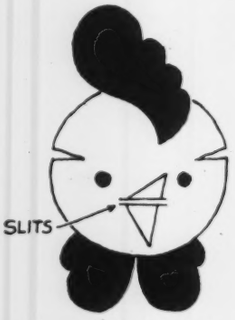
Masks for Halloween or Story Dramatization

(Continued from page 28)

The children will enjoy certain features, such as the wolf's teeth and the cat's tongue.

Cut the tongue from red paper and insert it in a slot cut at the mouth.



Cut the bill of a duck or a bird from orange paper and insert by means of two slots, as illustrated.

Cut the rabbit's ears from another piece of paper and line them with tagboard. Staple them to the head. Broomstraws make good whiskers.

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A Unit on the Home and Family Living

(*Continued from page 32*)

Each child made a book of his own, which he called "My Home and Family." Each child developed his book as he wished. Some used drawings, one girl used actual snapshots, but most of the children cut pictures from magazines. This gave the most immature child a chance to participate in the activity. This motivated the learning to spell such words as *mother, father, brother, sister, car, horse, dog,* and even such words as *refrigerator* and *kitchen.*

A little experience story about each child and his family and home was composed, used as a reading lesson, and later included in his book. These books were on display at Open House, but were later taken home by the children.

An interest developed in the kinds of homes people have lived in through the ages. Through our county library we secured several well illustrated books on a very elementary level on this subject, starting with the families who lived in caves, those who lived in grass huts, different kinds of tents, pueblos, log cabins, boats, and modern dwellings, both rural and urban. The homes and family life of people living in different lands today were studied through books, flat pictures, and films. A great number of drawings and paintings grew out of this study. These also were displayed at Open House.

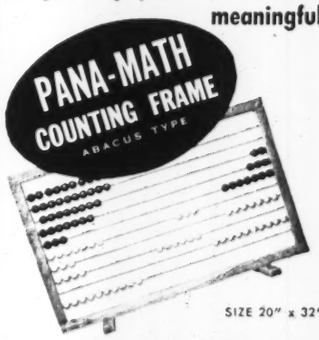
Though woodworking and sewing are an important part of our overall program, the boys took a particular interest at this time in making things to add to the comfort and appearance of their homes. One boy brought an old radio cabinet and refinished it for a whatnot cabinet for his mother. It was a fine piece of furniture when he completed it. Both boys and girls did a great deal of textile painting, making tablecloths, luncheon sets, and curtains to add to the attractiveness of their homes.

A dollhouse was built from orange crates, not only for the younger ones to play with, but as a learning experience for the older ones in home decorating and arrangement.

1. A greater respect was shown their parents and other adults. Again and again others have spoken about the pleasing manners of the children from this class.
2. They developed an interest in helping make their homes more comfortable and attractive.
3. They showed a greater willingness to share in the routine chores at home.
4. The children did less complaining about what their parents did not permit them to do.
5. By putting themselves in their parents' places, they began to see that it was not because their parents disliked them that they were not permitted to do certain things.
6. The children became better able to state their own cases without becoming disagreeable.

The best criteria for evaluating the unit were the reactions of the parents themselves. Three mothers spoke especially about how helpful their boys had become at home. They spoke of the boys' interest in helping keep their homes orderly and clean. One mother spoke of how her son was teaching his small nieces and nephews how to act toward their parents.

Help the pupil learn arithmetic meaningfully



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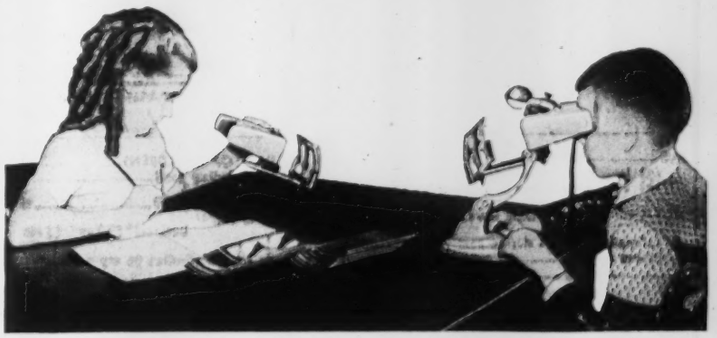

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1. (a) How many drivers in your household under age 25? (Excluding self) .....
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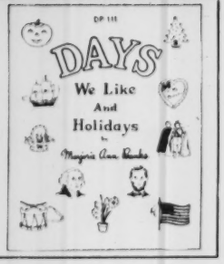

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Tree Leaves in the Fall

(Continued from page 45)

beautiful colors. An early frost actually kills leaves before they can turn color. In the leaves are materials called pigments. Pigments are what give color to paint. The pigments that we see in the leaves in the fall are there before Jack Frost sets to work. One of the important pigments is red. Perhaps you have seen red cabbage. When its leaves are boiled in water some of the red color comes out. It is this red coloring that is in the fresh new buds of trees and on their new twigs in the early spring. The same sort of red appears in the rich colors of leaves that beautify our woods in the autumn.

There is also another coloring matter in many leaves—a yellow pigment. It is present in small quantities in almost all leaves. It occurs in the inside parts of the leaves. Why then do the leaves not seem to be yellow during the summer? You probably already know the answer to that. The important green coloring matter, chlorophyll, is rich and abundant and it hides the yellow and other colors during the summer.

But when the leaf dies, so does the chlorophyll. Then the yellow may show. Leaves may turn yellow during a dry season when there is not enough water for the leaf to live. The green chlorophyll dies and the yellow which is already there begins to show.

It is not just the lack of water that helps the colors in leaves to come out. The amount of light is also important. Just as light is necessary to develop a picture, it is also necessary to bring out the red and purple colors of leaves. Plants that grow in shaded places, perhaps under big trees, often do not have rich colors because they have not been exposed to much light.

Another important factor in affecting color in leaves is nitrogen. It is the most abundant gas in our air. It is important for plants and when plants grow where there is much nitrogen in the soil they just keep on growing. They usually stay green so long that a final frost kills them colorlessly.

There are several chemicals that are important for fall colors. A chemical called tannin produces the browns. A yellow substance like the yellow in carrots gives most of the yellows. This yellow pigment will not soak out in water. But the reds and purples will soak out in water. They are stains and are found only in the outer cells of the leaves. These colors are the ones that most need the sun to bring them out. Sometimes when a leaf that is normally red is kept from sunlight, it will fall back on the yellow that is deeper in the cells of the leaf. Certain maples, especially swamp maples, may be either red or yellow. A maple that was red one year may be yellow the next if there is a great deal of cloudy weather during the fall. Sugar in the sap of trees is especially good to produce red in leaves. That is why the sugar maple is the king of autumn foliage. One other thing is important to produce autumn colors—the presence of acid in leaves. Acids turn some pigments in leaves red.

We haven't mentioned the orange color yet. Orange is a result of what artists call overpainting. That is, the underlying yellow is shining through the surface red. These colors blend to produce orange.

Thus the process of death of the leaves, the occurrence of chemical action, and the presence of various amounts of light together produce each fall what we may call "the greatest show on earth."

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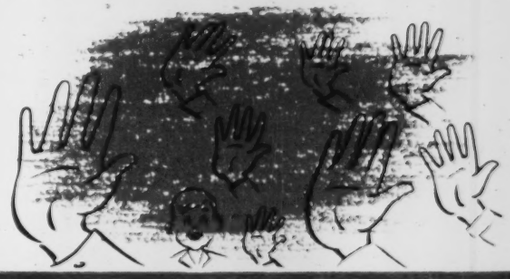

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Part 2. Practice in correct usage and in writing letters of invitation, letters of thanks, addresses on envelopes, stories with titles, and poems.
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Learning Language—Grade Four

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Part 2. After preliminary work with correct usage, gives practice in recognizing and in writing paragraphs. Reviews what has been learned about writing letters, and introduces experiences in outlining. Continues and expands the work with the dictionary and the encyclopedia, and gives attention to the parts of a book. It reviews what has been learned about nouns and verbs, and introduces pronouns, adjectives, and adverbs.
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Learning Language—Grade Six

Part 1. Provides practice in using words effectively; reviews, prefixes and suffixes; and helps children to omit unnecessary words in a sentence. Reviews the four kinds of sentences and studies the simple subject, complete subjects and predicates, compound subjects and predicates, and ways of combining sentences. Includes a thorough unit on punctuation and introduces the use of the colon, the dash, the hyphen, and the comma used with appositives.

Part 2. Continues the work with correct usage, including double negatives. Reviews paragraphs, letters, and outlines. Suggests methods of checking work. Provides further practice in dictionary work including syllabication, and in the use of an encyclopedia. Gives attention to the parts of a book. Studies nouns, verbs and verb phrases, adjectives, adverbs, prepositions, conjunctions, and interjections.
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Learning Language—Grade Seven

Part 1. Reviews alphabetical order, pronunciation, prefixes, suffixes, and abbreviations. Studies word derivation. Provides for recognition of declarative, imperative

(Continued on page 92)

(Continued from page 91)

interrogative, and exclamatory sentences. Gives practice with simple subjects and predicates, complete subjects and complete predicates, compound subjects and compound predicates, compound and complex sentences. Teaches how to provide variety in writing sentences. Reviews punctuation, including the punctuation of an outline, of compound sentences, and of titles used with the name of a person.

Part 2. Reviews correct usage, including the correct form of pronouns. Gives practice in writing letters, book reviews, stories, and in outlining. Studies the parts of a book, and the use of reference books. Reviews the parts of speech learned in the book for GRADE SIX and gives further practice in recognizing and using them.

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Part 2. Practice in maintaining what has been learned in correct usage. Writing of minutes, directions, editorials, poems, conversations. Using the topic sentence in paragraphs. Classification of books. The Dewey Decimal System. Study of diacritical marks and phonetic spelling. Study of the parts of speech including work with compound adjectives, adverbial phrases, prepositional phrases, conjunctions, and interjections.

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Part 2. Addition: column, two- and three-place numbers, carrying. Subtraction with borrowing. Measures, fractions, money numbers. Foundation for multiplication and division. Problems.

Part 3. Addition: two- and three-place numbers, carrying twice. Subtraction of two- and three-place numbers with borrowing. Multiplication and division facts through 6. Measures, problems.

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Part 2. Addition: broken columns. Checking subtraction. Division facts. Uneven division. Multiplication facts. Multiplying two- and three-place numbers. Fractions, problems.

Part 3. Addition and subtraction of four-place numbers. Multiplying and dividing four-place numbers. Zeroes in multiplication and division. Long form in division. Checking multiplication and division. Fractions, problems.

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Part 3. Addition and subtraction of whole numbers. Multiplication of whole numbers. Fractions, decimals, graphs. Measures of perimeter and surface. Scale drawing. Number system. Problems.

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Self-Teaching Arithmetic—Grade Six

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Part 2. Addition and subtraction of decimals, fractions, whole numbers. Decimals: addition, subtraction. Division of fractions and whole numbers. Fractions: division and multiplication. Measurement: areas, involving fractions. Multiplication: fractions and whole numbers. Problem solving.

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COLOR RELAY RACE

Bernice J. Yonkee

TO TEACH the colors to first-graders I made sets of cards of several colors. I printed the name of the same color on four different cards in two sets (eight cards for one color). Three were printed with crayon of the corresponding color, but the fourth card was written in black pencil. Each team sent a player up to the pile of cards, one at a time, to find the color I called. The team that first had four persons standing with the name of the color I called received a point. The object was to be able to find the pencil-written color too.

HELPING A NEW CHILD

Maryan T. Winsor

HOW to cope with the "new pupil" always concerns the interested teacher. Early in the school year, the children and I discuss the problem of making a newcomer to our grade feel welcome. The children try to imagine what it feels like to be "new." Some of the youngsters who have been new arrivals in previous years recall what it is like. Then the pupils determine what makes them feel at home in their school. Finally, we set up this program.

When a new child arrives, he is greeted by one of the class members, who acts as a guide during the first few days in the room. The guide shows the newcomer where to put his wraps, and the location of the lavatories, and escorts him to a desk located near that of the guide. (This desk is an extra desk kept for new pupils and equipped with all materials currently being used by the class. It is at this desk that the child will sit until he has established himself in the class.)

After the child has reached this point, with the help of classmates, the teacher approaches him. In a friendly talk she tells him something about the class and about herself. She attempts to learn about his interests and ambitions and suggests that the child "shop for a reading group." According to this plan, the child sits in on each reading group until he finds the one in which he feels he can work most effectively. After he has chosen his group, some classroom responsibility is assigned to him.

The rest of the class helps too, giving him a part in games, asking his advice on current projects, seeking his company on the playground or on the school bus. Before long, he has become a part of all our activities, an indistinguishable member of our class.

MY HEALTH PROGRAM

Jessie A. Miller

IN MY one-room rural school I have found a plan for combining my health program in all the grades. Posted on the blackboard each day is a suggestion such as Clothing, Safety, or Eyes. Each child looks up information or questions on the topic at his level and reports it in class. Even the second- and third-graders find stories to contribute.

AN ENGLISH GAME

Stella Monahan

A GAME which children like very much, and which at the same time teaches new words and their use, is played with a skipping rope. One child takes the rope and while he skips, the rest of the class recite the alphabet until the child misses. He or she then stops and the children suggest a word that begins with the letter at which the child stopped. Now, after deciding on a word, they form a sentence or ask a question using that word.

OWL-BEE-MOUSE

Lucille Campbell

IN OUR second-grade class we made an attractively colored owl, bee, and mouse on strong white cardboard. Under the pictures we printed, "Quiet as a mouse," "Busy as a bee," and "Wise as an owl." We shellacked them and stood each on a wooden base. Each afternoon before school closes, I take the pictures and place them on the desks of the children who have been the quietest, worked most industriously, and had the best lesson preparation for the day. These children keep them till the next afternoon when they are distributed to those who are the most deserving for that day. Each pupil works hard for the honor of having one on his desk.

SEED COLLECTIONS

Grace A. Brunton

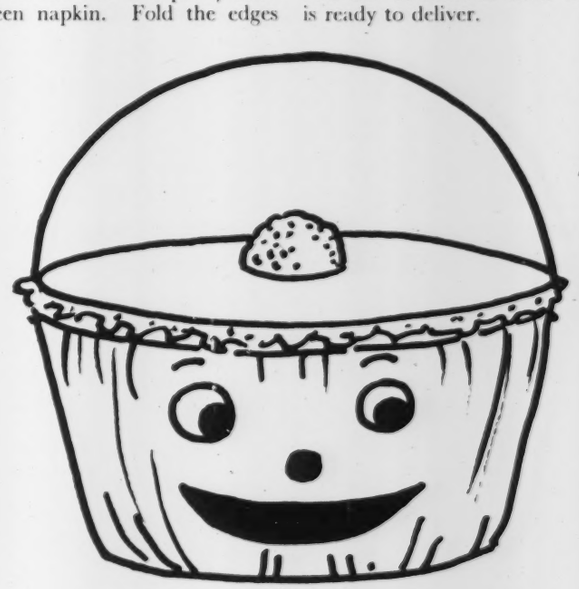
PLASTIC freezer bags, small size, make excellent containers for a room seed collection. The bags can be stapled or fastened with brads to a large colored cardboard chart, or put on bright construction paper. Leave them open at the top so that more seeds can be added. A different kind of seed may be put in each bag. Flower seeds, weeds, and vegetables may be the groups chosen; or flying, tumbling, or clinging seeds to show how seeds travel may be a preferred classification. A class story on the display will add much to its attractiveness.

HALLOWEEN TREAT BASKET

Bernice Walz

A HALLOWEEN treat basket to *give* to someone on Halloween offers a change from the bags in which children collect the treats they *receive*. Let them think of persons for whom they would like to do something nice on Halloween. Wouldn't they be happy to have the children come dressed in Halloween costumes and *bring* them a treat instead of *asking* for one?

To make a basket, take a clean pint cottage-cheese carton and set it in the middle of a pretty Halloween napkin. Fold the edges up and over the sides of the carton and neatly tuck and paste them on the inside. If desired, you can paste eyes, nose, and mouth made of colored construction paper on the side of the basket. Add a handle of orange pipe cleaner. Paste orange construction paper on top of the lid, and then paste the lid on a lace-paper doily. Add a small gumdrop in the center of the lid for a handle. Fill basket with candy, popcorn, or nuts. Put on the lid, and the Halloween treat basket is ready to deliver.



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The PROBLEM CHILD IN *Your* CLASS

Ruth Anne Korey

IN EVERY class you teach, there will be some pupils who are short, some who are average, and some who are tall. Similarly, there will be some children who are well adjusted and co-operative, some who are just average, and some who are real problems to themselves and to you.

In this latter group, there may be a child who is so shy that even coming to school is difficult for him. There may be one who is so aggressive that just having him in class is difficult for you.

Under an ideal system, we could call on guidance counselors or a child-guidance clinic to help us with both the withdrawn and the aggressive pupils. Under actual teaching conditions, we in the classroom will probably have to bear all or the major part of the burden. What shall we do?

DIAGNOSIS

First, we shall try to analyze the situation, taking stock of both strengths and weaknesses. We have four tools to work with—our present observation of the child, consultation with his previous teachers, interviews with his parents, and his record card.

To make our own observation keener and more reliable, we can make brief notes from day to day. What we write in the anecdotal record will be *facts*—what Johnny actually said or did. Carefully we omit all our own interpretations.

Instead of "Bad behavior today," we write, "Johnny hit Mary when she tried to get ahead of him in line. He tore up his arithmetic paper and threw it on the floor." Instead of, "Improving," we jot down, "Johnny offered to lend a pencil to Gerald. He brought a magazine for the class unit."

By this method we can sometimes get an inkling of where the trouble lies. We may notice that the disturbing behavior often starts during arithmetic period, or when Johnny and Mary are together.

We also notice strengths. Johnny generally reacts well when he is with Gerald. He seems more interested in social studies than in any other subject. These observations give us something to build on.

It may be only, "Johnny came on time today," or "Stood still during the Salute to the Flag." We don't tell the child everything we put in the record, but we do take pains to mention these good points to him.

Writing them down may suggest constructive action. Since Johnny stands so well during the salute, he may be given the honor of holding the flag at the front of the room during the opening exercises. This simple recognition will postpone his first attention-seeking outburst. Every little bit helps.

The teacher who taught Johnny last year can assist too. In the course of the year, she has doubtless learned a great deal about his problems and how to handle them. In some schools this information is regularly handed on to the next teacher in the form of a confidential report.

Not long ago, a teacher in another state was given permission by her principal to make a long-distance call to our school to ask about a recently transferred pupil, who had a high intelligence quotient but was seriously retarded in reading. Such co-operation should be a common thing.

There should, of course, be an interview with the parents of a troubled or disturbed youngster, but we cannot count too much on the results. The chances are that the parent has been summoned to school many times before, and that the parent, even more than the teacher, would like to see the child improve. The parent is probably doing the best he can, but even if he isn't, complaints and lectures won't do any good. In fact, they are likely to create a hostile attitude toward the school or toward the child.

Seeing the parent has other values, however. If the mother is rejective or overprotective, if she cries easily or complains at length, if the father strikes the child, we have a clearer picture of what the child's home problems are. We may notice that there is the problem of a foreign language spoken at home, rivalry between siblings, or apparent poverty. If we know these things, we can proceed more intelligently and sympathetically.

As a fourth diagnostic tool, we have the record card, with all its wealth of history and information about the child.

TREATMENT

What should our plans be? How can we help the boy who pushes and kicks, the girl who steals and lies, the child who has temper tantrums—or the one who daydreams?

There is much that the teacher can do for these children, without expert psychological help, even without co-operation from the parents, much as both of these are to be desired.

First, she can encourage the child and make her own friendly attitude

(Continued on page 96)

BULLETIN BOARD

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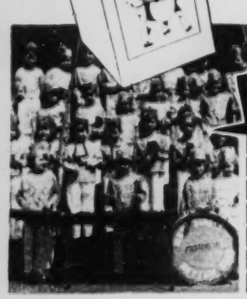

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I teach_____ grade.

The PROBLEM CHILD

(Continued from page 94)

apparent. It is more than likely that the problem child, whether he admits it or not, is unhappy about school and about himself. Even the bully or the braggart suffers from lack of self-confidence. He has been rejected at home or reprimanded at school too often to have a very good opinion of himself. His parents also are discouraged.

To help them, and to keep up her own courage, the teacher must studiously look for and comment on anything favorable she can find in the child's appearance, attitudes, habits, or work.

Overpowering though the temptation is, she must not say, "This is good, but—" She must find something she can honestly praise and say, "This is good!" The things that are not good are too apparent to need mention.

In like manner, she will avoid conflict. If she knows that Johnny will balk at reciting from the front of the room, she will without comment let him recite from his seat. If she knows that he will fight with Mary, she will be sure not to ask them to work together. If his hair is mussed or his hands dirty, she just won't notice.

Isn't this giving in to him? Of course it is. But have we any choice? If we nag at him and notice every one of his faults, will he try any harder?

A sculptor has to make his statue before he can correct and polish it. We too have to build up something positive—a feeling of friendship and self-confidence in the child—before we can teach him school subjects or improve his manners.

The survey we made of the child's strengths can guide us here. If his best work is in spelling, we give him plenty of opportunity to shine in this subject. Not only do we call attention to his 100 per cent test, but we let him make labels and edit the class newspaper.

If he draws or paints well, we help him to make posters for the school lunchroom, scenery for class plays, illustrations for the unit booklet. A nonverbal child can show his understanding of a topic through a picture, just as others do through an oral or written report. We must accept his picture appreciatively and enthusiastically. A child who does not use words easily is unduly handicapped in the usual school setup.

We may have to go outside the curriculum to find something the child does well. Then we can skillfully integrate it into our schoolwork and give the child the satisfaction of an agreeable activity and a recognized contribution. For example, if playing the bugle well is all that our problem youngster seems able to do, we can emphasize martial airs in our appreciation lessons, and write the part of a bugler into our class play. We earn the child's friendship and develop his self-respect. Then he is ready to learn other things.

How about his weaknesses? How about the arithmetic paper he tears up or the geography lesson he refuses to do?

Threaten him? No! Reason with him? No!

Avoid conflict? Yes! Postpone teaching in this subject? Yes! Approach the subject indirectly? Yes!

Michael was a boy who couldn't do arithmetic. At eleven every morning, when arithmetic books were taken out, Michael could be counted on to get into trouble. He would drop his pencil and it would roll down the length of the aisle. He would need a drink of water. He would turn and pinch his neighbor. Sometimes he would clown and call out nonsense syllables. Often he would tear up his paper and go into a tantrum.

It was hard to teach the rest of the class. Michael's antics were more interesting than the arithmetic lesson.

Michael liked to use tools. Sometimes he would surreptitiously take out his knife and a piece of wood,

(Continued on page 99)

GOOD ADVICE

LUCY L. CULPEPPER

HOW A TEACHER CAN HELP A SUBSTITUTE

1. Be sure to have your schedule where she can find it easily.
2. Be sure your roll book is up-to-date and available.
3. Remember to leave the seating plan where it can be seen.
4. Have your plans written and ready for each subject and group, including questions and tests.
5. Leave textbooks on your desk.
6. Write a note telling when any special teacher is due to come in the room. Include any plans previously made for these visits.

HOW A SUBSTITUTE CAN HELP A TEACHER

1. Keep the pupils busy and under good control.
2. Try to accomplish what the teacher had planned for the class.
3. Leave the desk and the room in good order.
4. Leave notes telling what you have accomplished. Include any incidents the teacher would appreciate.
5. Ask the teacher to let you know how she found the pupils and the classroom when she returned.
6. Telephone or tell the teacher that you enjoyed her class—and why.

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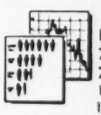
FOR KINDERGARTEN and GRADES 1, 2, 3—CLASSROOM UNIT 69, *THROUGH THE SEASONS IN COUNTRY AND TOWN* — from 3 "observation points" (town, farm, woods) the child observes the seasonal changes and what they mean to man and nature. List price—$12. Use Coupon, save $2. Pay only $10. 4 full-color filmstrips. A combination set, special season's unit; 8X/11/12, *THROUGH THE SEASONS*, rounds out a complete study unit for the seasons. List price—$9. Use Coupon, save $1.50. Pay only $7.50—3 full-color filmstrips

FOR BACKGROUNDS OF CIVILIZATION, GRADES 4, 5, 6, & 7—CLASSROOM UNITS 71A, 71B, and 71C, *LIFE IN ANCIENT TIMES* — 6 full-color filmstrips (2 in each unit) cover: Egypt and Babylonia (71A); Greece (71B); and Rome (71C). Realistic scenes from life in ancient times are recreated in vivid story form. Stresses our heritage from these civilizations. List price for each unit $6. Use Coupon, save $1. on each unit. Pay only $5. per unit.

NEW RELEASE FOR GRADES 1, 2, & 3—CLASSROOM UNIT 75, *ARITHMETIC EXPERIENCES.* Each filmstrip is a realistic story about children in normal everyday life, illustrating activities for introduction and practice of arithmetic concepts. List price—$18. Use Coupon, save $3. Pay only $15—6 full-color filmstrips.

FOR GRADES 4, 5, 6, & 7—CLASSROOM UNIT 75, *JAPAN* —just released. Shows present day Japan as shown through educator's eyes. Authentic kodachromes offer excellent visual material for study of Japan itself, or as related to the Far East—Climate & Man. Covers important aspects such as: STORY OF RICE; FISHING; FARMING; AND VILLAGE LIFE. List price—$18. Use Coupon, save $3. Pay only $15—6 full-color filmstrips.



NEW RELEASE FOR GRADES 6, 7, 8, & 9—CLASSROOM UNIT 76, *GRAPHS AND CHARTS.* Using material from the child's background, 5 full-color filmstrips offer a good, complete explanation of a hard-to-grasp topic by providing the visualization of concepts requested by teachers. List price—$15. Use Coupon, save $2.50. Pay only $12.50.

FOR GRADES 5, 6, & 7—CLASSROOM UNIT 72, *THE WEATHER.* 8 full-color filmstrips help the child develop an understanding of the forces that make our weather. Shows how weather affects people in every walk of life, and the important services rendered by the Weather Bureau. Stimulates use of scientific method. List price—$24. Use Coupon, save $4. Pay only $20.

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What a glorious feeling it is to realize that your own foresight has provided cash in time of need. It is so much better to receive a check instead of only "bills" and "more bills."

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Mrs. Mabel June Weyand, Granger, Mo.

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NO AGENT WILL CALL

Fire Prevention

THELMA WILLIAMS

Principal and Teacher, Excelsior School, Kingsburg, California

IT PAYS a teacher to have materials in readiness to begin a unit at the time when children's interests are naturally aroused. The fact that Fire Prevention Week is in October isn't as good a reason for launching a unit on fire prevention as the personal experience of some child or an acquaintance of the children. Our unit (which I had been holding in outline for the right day) started after a child described how her own house burned.

Preliminary Discussion

The children and I learned that our local rural fire equipment consists of two fire trucks which are quartered about two and one half miles from the school. There are several of these stations in the county, operated in co-operation with the Department of Natural Resources, Division of Forestry of the State of California.

One truck holds 500 gallons of water. It has hoses which may be attached to the wells of a land owner and by this means get additional water to quench the fire.

Development

We started our unit by using the pamphlet *60 Ways to Prevent Fires,* and then related the content to our own experiences.

Newspaper clippings brought in by the children enabled us to broaden our viewpoint.

We learned that it is advisable to be sure there is a safe fire exit before staying in such buildings as theaters and hotels.

We learned why California has a law saying schools must have monthly fire drills.

Other laws with respect to fire safety were discussed and the reasons for them thought through.

Another vehicle which moved us beyond our immediate community was a movie entitled *Fire Engines.* This film shows up-to-date equipment that is used in large cities. The children learned that in some cases valuable property can be saved from water and smoke if firemen put heavy waterproof canvas over furniture, and so on.

Integration

In social studies we learned how to use a telephone to report a fire. The film *Party Line* was used to good advantage.

Oral expression? Of course we had it! Pupils were bursting to tell their experiences. They were more willing to read when it meant having something to contribute.

In art, safety posters were the only thing in which the pupils were interested at this time.

Their "hazard lists" meant improvement in spelling and writing.

Unit Outline

Though our unit did not follow a step-by-step progression as is shown below, it is given here in organized form to show the things I had in mind to be accomplished.

THINGS TO FIND OUT

A. Causes of fires.
B. Ways to prevent fires.
C. Ways to prevent injury and loss of life when fires occur.
D. What to do in case of fire.
1. See that everyone is out of the building.
2. Other precautions, such as preventing drafts.
3. Legal safety measures.
4. Proper use of the telephone.
5. Know the system of local fire protection—in the city, in the country.

SOURCES OF DISCUSSION TOPICS

A. Pamphlets from the National Board of Fire Underwriters, 222 W. Adams St., Chicago 6, Illinois.
1. *60 Ways to Prevent Fire in Your Home.*
2. *Firefighter Johnny Wilson.*
3. *The Fire Chief and the Safe Ol' Firefly.*
B. Personal experiences.
C. Clippings from magazines and newspapers.
D. Our health textbook.
E. Moving pictures.
1. *Fire Engines* (Tompkins Film, 960½ Larrabee St., Los Angeles 46).
2. *Party Line* (American Telephone and Telegraph Co. Inquire at local office).
F. Posters from the National Board of Fire Underwriters, and the Forestry Service in our state.

ACTIVITIES

A. Bringing in clippings from current newspapers and magazines.
B. Making and displaying pictures and posters.
C. Listing possible fire hazards in each room of a home, on a farm, in a barn, on the highway, in the forests, in cotton camps, and in places of recreation.
D. Participating in fire drills.

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COMMENDED BY PARENTS' MAGAZINE

So-Lo MARX RUBBER Company
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The PROBLEM CHILD

(Continued from page 96)

and whittle under his desk. At least he was quiet at such times.

Finally, the teacher decided to let him do woodworking during the arithmetic period. She didn't like the idea, but it seemed the only way she could teach the other children.

The class needed wooden swivel supports screwed under the blackboard rail to hold the easels for art work. She gave Michael a paper pattern, some wood, and the necessary tools.

After a while he asked her for a ruler, saying. "I have to measure."

Later he came to her again. "How much is half of eleven inches?" he wanted to know.

Without realizing it, he was doing some arithmetic during his woodworking period. The teacher was too wise to comment. She answered his questions and praised the appearance of the wooden supports that he made.

One day the class was working with an arithmetic problem, and none of the children knew how to do it. Michael looked up from his woodworking. He had been listening.

"That's easy," he told the class. "You have to know how to do that if you want to be a carpenter." He went to the blackboard and explained how to solve the problem.

Not long after that, he was in his regular seat, during arithmetic periods, working out examples with pencil and paper.

First, he felt friendly and comfortable. Then he could learn.

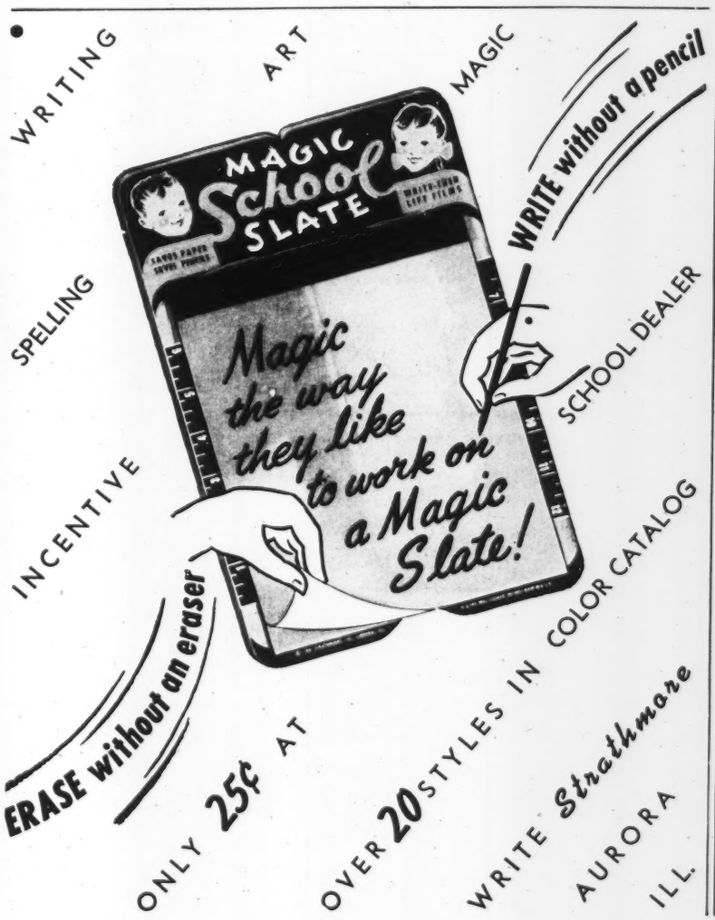
SERIOUSLY DISTURBED CHILDREN

Things do not always work out so well. There are some children whose personalities are so damaged that expert psychiatric care is needed.

Gradually the public is becoming aware of the need for guidance clinics with full staffs of psychiatrists, psychologists, and social workers. Even more slowly, the need is being filled.

It is one of the responsibilities of educators to alert the public to the urgency of the situation and to point out that, in terms both of money and of human suffering, child-guidance clinics are less expensive than prisons and mental hospitals.

If there is any possibility of referring your most serious cases for guidance treatment through government or private agencies, by all means do so. But whether you can obtain such help or must struggle alone, treat your problem children as your special friends. It is the only way of working with them. And they need your help!



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The result of this demand is PICTURE PARADE to be published every month of the school year. A nationwide poll showed that practically every teacher wanted the new magazine to cover the same type of material *you* would want for *your* pupils. By dramatizing atomic power, the UN, news highlights of the year, and other up-to-date topics inadequately treated in ordinary books, they felt students would be encouraged to do further reading in other magazines and newspapers.

Every word and picture will be entirely accurate . . . based on most careful research . . . yet will be designed to fire the imagination of children from 8 to 12. The type is large and clear. New terms will *not* be avoided; they will be clearly defined or illustrated, thus adding to the student's vocabulary. Art and color will be designed for eye ease and good taste, with none of the wild effects commonly associated with comic books.

In addition to the main story, each issue will contain special features such as picture quizzes, vocabulary-building crossword puzzles and educational magic tricks. There will be no advertising.

Each issue will be carefully supervised by qualified educators and experts. For instance, our first issue, on atomic power, has been prepared under the guidance of Dr. Leon J. Lidofsky, research scientist with the Atomic Energy Commission. As educational advisor, we have retained Dr. Jeanne Chall of CCNY's Department of Education and co-author of the famous Dale-Chall Formula for Predicting Readability.

Praised as Valuable Aid to Study

The greatest aid in learning is the *desire* to learn. PICTURE PARADE will make your students love to study and widen their reading. No wonder teachers are responding enthusiastically! "Tremendous need for this project" . . . "Count on our support 100%" . . . "An answer to the comic problem" . . . "Reserve 60 copies for us each month" . . . are typical comments.

September

ATOM ISSUE: How atomic energy is used for power, fuel, and treatment of disease.

October

KNOW THE U.N. Humanitarian work of the U.N., published to coincide with United Nations Day.

November

THE AMERICAN INDIAN. His civilization and contributions to ours; a timely Thanksgiving theme.

December

CHRISTMAS ISSUE. How Christmas is celebrated in many lands.

January

WHAT HAPPENED IN 1953. Pictorial review of news highlights.

February

WASHINGTON AND BROTHERHOOD WEEK.

March

THE FOUR SEASONS. Climate and weather.

April

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Ins. 363

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RAINY DAY - - -

THE TEACHER'S OPPORTUNITY

THELMA SHAW AKINS

USUALLY when my pupils come to school in the morning, they play outdoors until the bell rings. But what if it rains? Then each child comes into the room as he arrives at school and goes immediately to select his favorite before-class activity. It may be a jig-saw puzzle, the dollhouse, the library corner, modeling clay, or a quiet game with others.

This is the teacher's opportunity to stress consideration for others. No game or toy may be taken that has already been selected by another child. Once a toy or game is chosen, it must be used. All supplies must be left neat and in order.

Many of the children wear boots in wet weather. Early in the school year the group considered this situation, and agreed that:

1. Boots make good rainy-day footwear because they keep feet dry.
2. Boots are more difficult to keep quiet than shoes.
3. Boots track in a lot of mud.

They have discussed whether a quiet room is a desirable place in which to work and play, and why. Then they have talked about whether or not it is possible to have a quiet room on rainy days. With some direction from the teacher and from their own good sense and experience the group has agreed that:

1. A noisy room makes everyone more tired than a quiet one.
2. Boots can be kept from making much noise by walking quietly.
3. When the wearer takes time to clean the boots on the scraper, most of the mud is left outside.

Each child takes pride in coming into the room walking quietly in boots free from mud. If he does forget, it is the frowns of his classmates, not his teacher's correction, that greet him.

A few minutes before the bell, the teacher points to the clock and remarks that it is time to put away materials. This is her opportunity to study each child. She may make such remarks as:

"Mary, I like the neat way you put your puzzle in the box."

"Ronald, that bookcase looks as if a librarian had been keeping it."

"Nancy, your new boots certainly have nice manners."

"Ellen, I enjoy watching you arrange furniture in the dollhouse."

(Continued on page 102)

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Miss Ray Has a Visitor

(Continued from page 86)

Evaluation may be made in terms of attitudes, for one thing. Facts and figures tend to be forgotten readily while attitudes and understandings make a more enduring impression. Therefore, we judge the learner by his contribution, his interest, and participation. Each one has a chance to succeed; each is competing with his own record of accomplishment. Competition is wholesome but not frustrating.

Next, the acquisition of concepts is judged by such factors as ability to talk or write on a subject; also on the various expressions the child has made, whether it be in the form of lettering a poster, or making a script for a puppet show.

Nor are the so-called fundamentals omitted. The three R's are in evidence all day long; in fact it is more accurate to say "the three R's plus." Tests the country over show that children *are* reading, writing, and computing better today than did their parents.

Witches' Charm School

(Continued from page 82)

Winifred Witch dined well, she did not forget the lessons about eating that she had learned at Charm School.

"What *did* bring about this wonderful change in you?" asked Witch Winnie.

"I attended Witches' Charm School," answered Winifred Witch.

"Where?" asked the others eagerly. Nearly all of the witches in Witch's Heights decided to take the Charm School course.

The merrymaking continued until the morning star was setting and the first beams of the sun began shining in the east.

Winifred Witch and Bruno hopped aboard the jet broomstick.

"It's the best Witches' Ball ever," sighed Winifred Witch.

And Bruno nodded in agreement.

Airplanes

(Continued from page 69)

the people who work at the airport, and the functions of equipment found on the plane.

1. The *hangar* is a shed for housing airplanes.
2. Pilot and copilot ride in the *cockpit*.
3. The room in an air liner where people ride is called the *passengers' cabin*. There are two rows of seats along the sides of the cabin. Both rows have windows to look out of. Moving a lever on the side of a seat makes the seat lean back so people may sleep on the plane.
4. Suitcases and mailbags are kept in a little room called the *cargo pit*.
5. The *stewardess* watches over all the passengers to see that they are comfortable.
6. *Seat belts* are fastened around the passengers for safety while the plane takes off and lands.
7. A *runway* is like a driveway where planes land or take off.
8. *Banking* a plane means tilting it in the air so the pilot can change the direction the plane is traveling. The *ailerons* are on the wings and are used to tilt the plane.
9. The *propeller* on the front of the plane makes it move ahead. The engine turns the propeller.
10. The *rudder* is on the tail of the plane, and it also helps to make a plane turn.
11. The *radio man in the control tower* tells pilots when they can take off or land, and which runway to use. He works in a glass-enclosed room high above the airfield.
12. *Tractors* are used to pull large planes out of the hangar.
13. *Landing lights* are in the wings to help the pilot see the runway when he is landing at night.
14. When a pilot gets the weather report before he takes off, he sometimes sees the letters *cavu*. This means that he has a sky clear of all except scattered clouds and that he can see as far as the horizon (where the land and sky seem to meet).
15. The *weather bureau* has stations at many places which help to make air trips more safe.
16. The *parachute* is shaped something like an umbrella, and it brings one down slowly after he jumps from a plane.
17. The *fuselage* is the body of the plane to which the wings and tail are fastened.
18. A *wind sock* at the airport shows the direction of the wind.

Evaluation

Our airplane unit increased the children's knowledge of a method of modern transportation. It also developed their ability to learn by a better use of seeing, hearing, and curiosity.

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RAINY DAY! - -

THE TEACHER'S OPPORTUNITY

(Continued from page 100)

On down the line she goes, ignoring the dawdlers and the noisy ones, but giving praise where real effort is being made and where desired results are being achieved.

As soon as the play material is in place, the children go to the rest rooms and to the water fountain. They must be quiet while drinking and while coming and going, for classes have already started in adjacent rooms. This, too, has been previously discussed by the group.

These children understand, from experience, that classes must begin on time so that they can be finished by playtime. The necessity for getting back to the room in a minimum time is realized by each child. Earlier in the year it took them longer and they were shown by the clock that this time was subtracted from their free-choice activity period. When classes cannot begin on time because some children loiter, they must start earlier the next day. The group sees that no one lingers unnecessarily.

Early morning lessons begin and end. Playtime comes again. They cannot go outside to work off energy so a substitute for that must be provided. Windows are opened and one by one or in small groups of their own choosing, they do stunts. Such activities work off energy and get lungs full of fresh air.

This is the teacher's real opportunity. She watches carefully the child whom she feels the greatest need for understanding. She makes a mental note of actions and reactions. She listens to the buzz of quiet conversation, and notes the children who always play together. The unduly shy and the overaggressive will tell her things about themselves at this free-play period that they cannot put into words. As she studies a child, a pattern of behavior emerges, and suddenly the light dawns as to the "why" of a once misunderstood action.

Rainy days offer an excellent opportunity to study each child while he is absorbed in play. Does he mimic the stunts of others, and whose does he mimic? Does he try to finish a difficult puzzle or does he give up and go on to something easier? Does he ever choose to create with his hands or does he always select a book to read? Does he choose to work or play with others or does he prefer to be alone? Does he choose playmates more or less aggressive than he?

Once the teacher understands a child, she begins to figure ways and means for helping that child. She schemes to make "the three R's" a way of achievement.

The rainy day at school can be utilized to teach and give practice in easy adjustment to changed conditions and consideration for others. At the same time, the teacher can observe each child's behavior patterns in his most direct expression of them—in his play life.

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Guidance in Citizenship through Social Studies

(Continued from page 81)

As a summarizing answer to the teacher who asked for guidance in how to teach citizenship through the social-studies program, we submit the following conclusions:

1. Recognize that the ideals of good citizenship may be built into the child's mind through the presentation of ideals as exemplified in the lives of great characters of both the past and present.
2. Remember that ideals take shape in human action only as individuals are given opportunities to co-operate, to help, and to serve.
3. Recognize that the good citizen is not only well intentioned but also well informed.
4. Build a social-studies program in which citizenship is not taught as an isolated unit but is part of every unit.

The Jester Shows Them How

(Continued from page 83)

JESTER—Yes, sir! (*He takes off the pan he has been wearing as a hat and throws it away. Then he takes pencil and paper from the Prime Minister and stretches out full length on the floor.*) Okay, I'm ready. What laws do you suggest, Junior Fire Fighters?

FIRST J.F.F.—In my investigation, I saw many homes with frayed electric wires. Every homeowner should check his wiring, outlets, and appliances because they are common causes of fires.

SECOND J.F.F.—I saw old newspapers piled in cellars. They should be cleared out at least every week!

THIRD J.F.F.—I found some parents who carelessly leave matches around where small children can find them and play with them. This is very dangerous.

FOURTH J.F.F.—I saw many houses where oily rags and mops were left lying around carelessly. They should always be kept in metal cans or thrown away.

FIFTH J.F.F.—I saw many people burning leaves carelessly. Leaves should be burned only in a metal container.

SIXTH J.F.F.—I saw many houses that had rubbish piled up in such places as the basement, attic, and closets. I recommend that all houses be checked from top to bottom and all rubbish thrown out.

SEVENTH J.F.F.—I saw some fireplaces without a protecting screen. Every fireplace should have a screen to prevent sparks from flying out and setting fire to the rugs or floors.

EIGHTH J.F.F.—I noticed that many women leave gasoline and other cleaning fluids around carelessly. These fluids burn very easily. It is better to avoid using them altogether.

NINTH J.F.F.—I saw some people using candles. That was all right a hundred years ago but now there are safe flashlights to use. If candles are used for decoration someone should always watch them.

TENTH J.F.F.—I observed that many houses have dangerous furnaces or clogged chimneys. I recommend that every homeowner be compelled to check the safety of his furnace and also clean out his chimney.

ELEVENTH J.F.F.—I saw some people who are still putting hot ashes in wooden boxes and baskets. Ashes should always be put in metal containers.

KING—Excellent! Excellent! Do you have all that down, my worthy Minister of Fire Prevention?

JESTER (*jumping up and handing King the paper*)—Yes, Your Majesty.

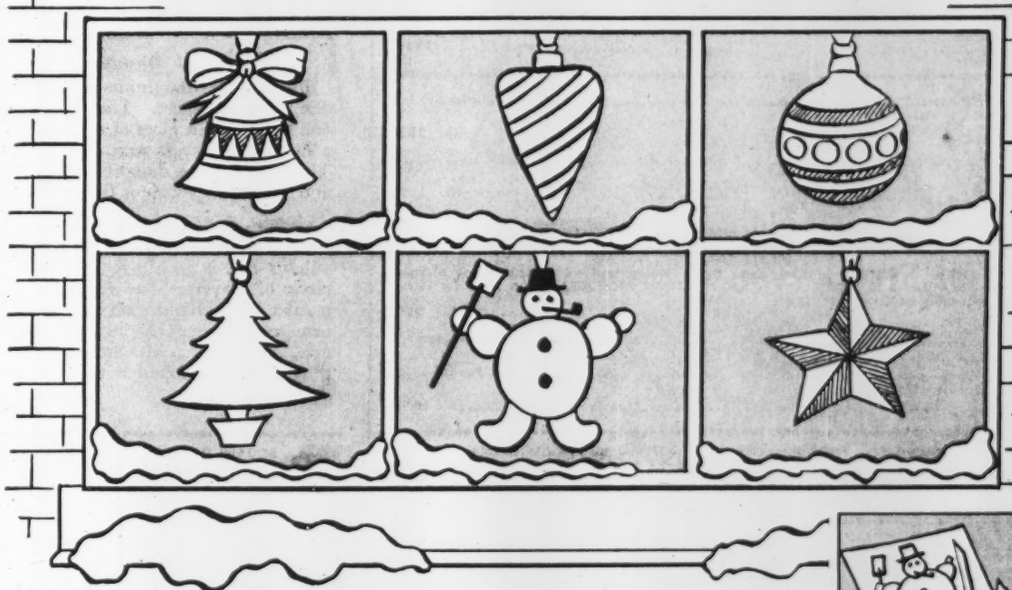
KING (*rising and taking paper*)—Good! I now proclaim the following laws of our land: (*He reads.*)

Every homeowner must check his electric wires for safety.
All newspapers must be put out in the trash, not kept in cellars.
All matches must be kept out of reach of children.
All oily rags and oily mops must be kept in metal cans.
All leaves are to be burned in metal burners only.
All houses are to be cleaned from top to bottom and all rubbish thrown out.
Every fireplace must have a protecting screen.
Cleaning fluids may be used only when extreme care is taken.
Flashlights must be used instead of candles whenever possible, and ornamental candles must be watched carefully.
All furnaces and chimneys must be checked and cleaned.
All ashes must be placed in metal containers.

(*Takes pencil from Jester and signs the paper.*) There! If all my subjects obey the laws, there will be no more fires in my kingdom!

ALL J.F.F.'s—Hurrah for a safe place to live! (*They turn and march around the stage and off. As he nears the center of the stage, each child doffs his Junior Fire Fighter hat and says one of the following safety phrases.*) Be wary! Be watchful! Use common sense! Check and double check! Obey the laws! Keep alert! Look for lapses! Dispose of debris! Keep up repairs! Think twice! Take care!

How to Make Novel Christmas Ornaments with PLASTIC WOOD



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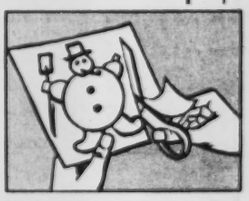
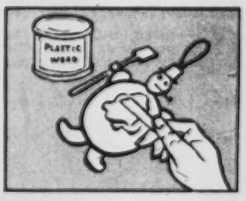


1 Cut snow man or other shape from heavy cardboard. Cut length of colored string for loop.



2 Place loop on top. Build up Plastic Wood to desired thickness on front. Add thin layer on back.

3 Let dry, and sand. Spray Aero Snow* overall.

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FREE **HANDY-FOLIO MUSIC CO.** Please send me: ☐ Full information, The Harmony Band. Primary Children play 3-part music in one lesson. ☐ Full information on "Song Books with a Plan." They produce results. ☐ The Symphonet, A Musical Opportunity for Every Child.

Ins. **193**

Name ..... Grade .....

Street or R.D. ..... No. Pupils .....

City ..... Zone ..... State 10-53

HALLOWEEN GAMES

ESTHER MILLER PAYLER

THESE games will be fun to play at your class Halloween party, and with a little imagination you can develop others.

Jack-o'-Lantern Relay

A number of players are lined up on one side of the room. Across the room are chairs, one for each player. On each chair there is one piece of orange paper, scissors, and a pin. At a signal, each player leaves the starting point, runs to chair, cuts out a jack-o'-lantern, pins it on himself, and runs back to the starting point. If he drops the pin or the jack-o'-lantern, he is out. The one reaching the starting point first with the jack-o'-lantern in place is the winner. Judges may be chosen to pick the best jack-o'-lantern, and a second award given.

Cider and Doughnut

Pictures of doughnuts are hidden in many places. There is only one picture of a glass of cider. At a signal, all players start searching. The one to find a doughnut picture and the cider picture is the winner.

Magic Stick

A blindfolded player with a witch's hat is in the center of a circle of players. The witch holds a ruler in her hand with a black or orange streamer fastened on the end. As the witch lifts the ruler the players circle around her, "meowing" like cats. When she says, "stop," the players halt. She points to one with her wand and when he "meows" she must guess who he is. If the witch fails to guess, the circling begins again. When the witch guesses correctly, the one guessed becomes the witch.

Ride Broomsticks

The leader stands in front of the room; other players remain in their places. The leader gives each player a name appropriate to Halloween, such as a witch, black cat, jack-o'-lantern, magic, candle, fortune, ghosts. When the leader calls out two names, these persons change places. When the leader calls "Ride broomsticks," everyone changes places. The leader tries to get one of the seats while the change is taking place. Commands should be given very quickly in order to increase the fun.

Musical Cats

One chair in the room has a cat cut from black construction paper fastened to it. At a signal, players circle room as someone plays the piano or other instrument, or sings. When the music stops, each player must find a seat. No one may sit in the black-cat seat, so one player is left seatless. Then another chair is decorated with a black cat. This goes on until only one player is left. He is the winner.

FREE **SQUARE DANCE ASSOCIATES.** Please send me information on Ed Durlacher's new simplified system for teaching square dancing. Include information on teaching rhythms to the very young, as well as the teaching of couple dances and mixers.

Ins. **423**

Name ..... Grade .....

Street or R.D. ..... School .....

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FREE **STATE FINANCE COMPANY, Dept. F-133.** Please send me, in a plain envelope, complete information about your Borrow-By-Mail service for teachers, as described in advertisement on Page 3.

Ins. **328**

Name ..... Grade .....

Street or R.D. ..... School .....

City ..... Zone ..... State 10-53

FREE **GILBERTON CO., INC.** Please send me a free sample of Picture Parade.

Ins. **63**

Name ..... Grade .....

Street or R.D. ..... No. Pupils .....

City ..... Zone ..... State 10-53

FREE **AMPRO CORPORATION.** Please send me your naw audio-visual teaching aids: ☐ "Teaching with an Ampro Tape Recorder," ☐ "Teaching with 16mm Motion Picture Projectors." (Check one or both.)

Ins. **428**

Name of School and Address .....

Attention of ..... Position .....

City ..... Zone ..... State 10-53

FREE **SILVER BURDETT COMPANY, Audio-Visual Division.** Please send me your descriptive catalogue on the social studies filmstrip program entitled "Then and Now in the United States."

Ins. **241**

Name ..... Grade .....

Street or R.D. ..... No. Pupils .....

City ..... Zone ..... State 10-53

Club Exchange

THIS free service is open to elementary-school teachers and pupils. Reply to any of the notices published here by mailing your answers directly to the teacher whose address is given; or send us a notice of your own, mentioning some point of interest in your locality. All letters received during the six weeks following publication of your notice should be answered. Items should give complete addresses, and be signed by the teachers themselves. Send them early, addressed to: Club Exchange, THE INSTRUCTOR, *Dansville, N.Y. We are unable to supply names of individual pen pals.*

Why not offer to exchange a reel of tape? In your recording, you could describe your school, community, and the surrounding territory. The children will enjoy making it and other schools will like to receive it. In exchanging tape, be sure to tell the speed at which you recorded.

Illinois.—The fifth-grade pupils of Mrs. Robert Hernon would like to correspond with other fifth-grade pupils of any school. We will be eager to answer all letters received. Address all mail to: Mrs. Robert Hernon, 622 Harrison Street, Oak Park, Illinois.

Ontario.—The principal and pupils of grades seven and eight will answer letters and exchange products and pictures with all who write from the United States and possessions, Mexico, and elsewhere. We are near famed Niagara Falls. Address: Mr. A. Reg Fisher, Fruitland, Ontario, Canada.

Wisconsin.—My fourth-grade boys and girls and I are interested in exchanging letters or anything else of interest with other pupils and teachers of the same grade in schools outside the United States. We prefer the countries included in our geography study: Alaska, Canada, Mexico, Central America; the Andes region of South America; Egypt and the Congo region of Africa; India, China, and Malaya in Asia; and Greenland, Baffin Island, and Norway. Address mail to: Mrs. Isabelle K. Mathews, 3018 N. Murray Avenue, Milwaukee 11, Wisconsin.

Planting Bulbs for Spring

(Continued from page 33)

school lawn. This location was chosen because it was protected by the school building. Class by class, the girls and boys put their pots in the pit, settled the soil around the neat rows, and then spread a layer of sand over their bulbs. The sand would prevent the top soil from hardening, or caking, and make it easier for the tender shoots to break through in the spring. Finally the pits were closed for the winter.

A mood of expectancy pervaded the school throughout the long winter days. This all-school activity did not seem like "the same old stuff" to the pupils. Bending over their books and figures, they thought of their bulbs lying in the earth, awaiting spring and the warming sunlight.

Even the first-graders realized that there was something wonderful about an onion-shaped bulb awakening to life and sending out green shoots. As teachers, we'll never forget the delighted wonder on the children's faces when the older boys uncovered the pits. They eagerly measured the sturdy, pale shoots, hardly able to believe that this growth had taken place under the ground.

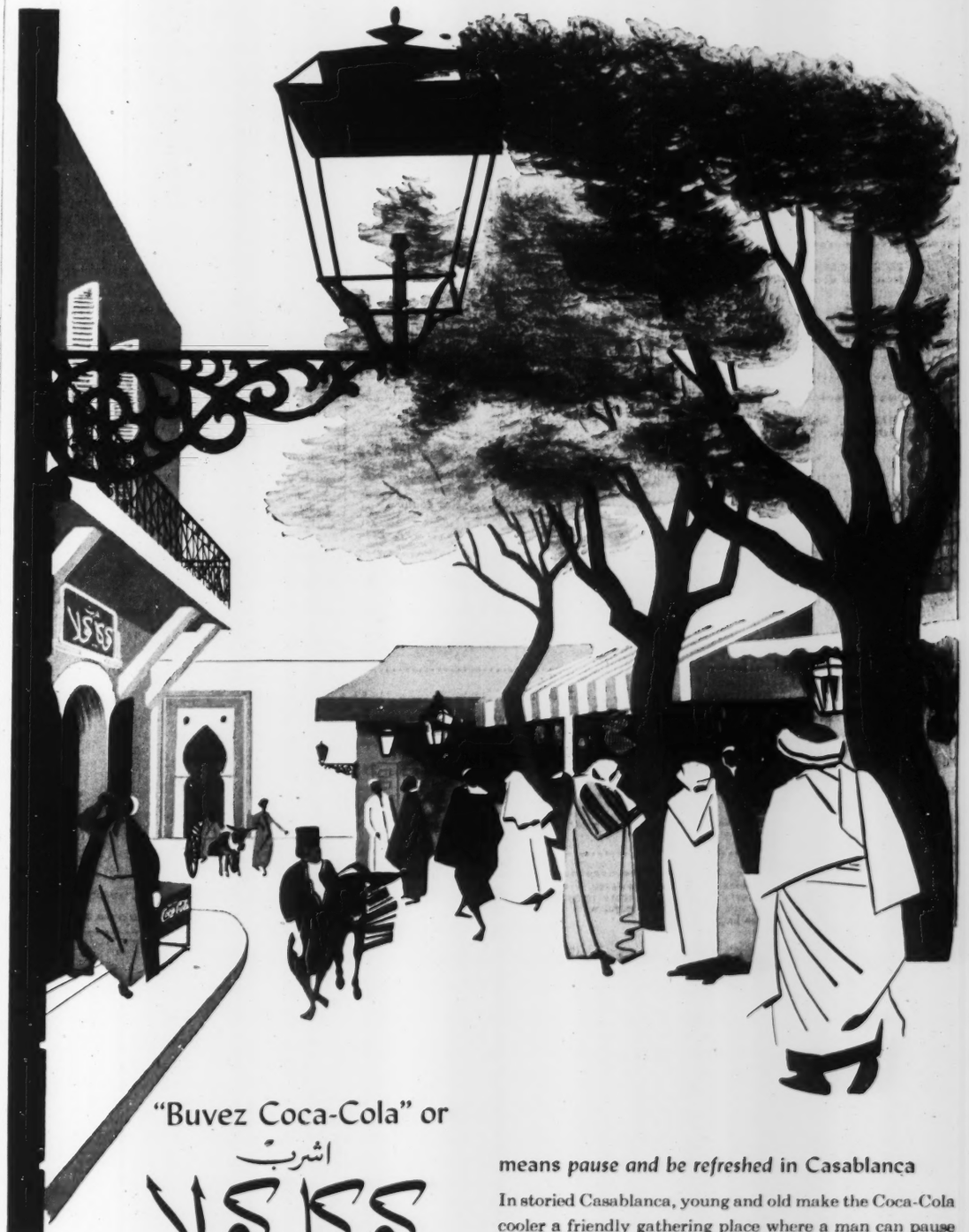
We were forced to modify our plans because of the unusually mild winter. It had been our intention to keep the bulbs in the pit until after the Easter holiday. Instead, the pits were opened early in March, and after a hardening period in an open court the pots were finally brought into the classrooms on March 13. In the open air the shoots had become green and strong. Through this change in schedule, the children saw how weather conditions may affect the plans of the farmer, who must adjust his work to the vagaries of the weather.

Culmination

As the pupils watched the plants come to maturity, they watered them, measured growth, discussed and recorded stages of development, and made plans for the Flower Festival. An invitation was written to each parent announcing the time and the hours. The flowers were on display for two days, delighting children, parents, and others in the community.

A city newspaper published a picture of the flowers and windmills used in a third-grade assembly program. The play featured life in Holland, and Dutch dances and songs. It included the objectives of the gardening project—stressing how the work increased co-operation, neighborliness, good citizenship, and appreciation and respect for the property of others.

The children took their plants home on May Day, 1953. Hundreds of flower-laden children walked down the streets carrying pots of tulips, narcissus, daffodils, and hyacinths. Within a few days, many words of appreciation came from satisfied parents.



"Buvez Coca-Cola" or

اشرب

كوكا كولا

Reprints of the picture in this advertisement, without the advertising text, for use in your classroom will be sent free upon request. Address The Coca-Cola Company, Atlanta, Georgia.

means *pause and be refreshed* in Casablanca

In storied Casablanca, young and old make the Coca-Cola cooler a friendly gathering place where a man can pause and go his way refreshed. In Morocco as in America, the quality of Coca-Cola has built the popularity of Coca-Cola . . . has made Coke part of the community to help people work refreshed and play refreshed.

Helpful Teaching Materials for You

MAIL TODAY

FILL IN COMPLETELY the coupons for the items you want. Clip these coupons and send them in one envelope—with any required remittance—directly to *Coupon Service, THE INSTRUCTOR Magazine, Dansville, N.Y.*

Clip each coupon individually. Coupons in this issue are on pages 100, 102, 104, 106, 108, 110, 112.

FREE **TEACHERS CASUALTY UNDERWRITERS.** I am interested in knowing about T.C.U.'s "10-Way Protection" Policy against accident, sickness, and quarantine, at a cost of less than a nickel a day.

Ins. **18**

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Street or R.D. ..... No. Pupils .....

City ..... Zone ..... State 10-53

FREE **NATURAL RUBBER BUREAU.** Please send me Teaching Unit on Natural Rubber including charts, teacher's manual and pupil sheets. (Kits will be mailed after October 1.)

Ins. **415**

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City ..... Zone ..... State 10-53

FREE **BECKLEY-CARDY COMPANY.** Please send your latest Teacher's Buying Guide which illustrates and describes over 3,500 teaching helps.

Ins. **35**

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Street or R.D. ..... No. Pupils .....

City ..... Zone ..... State 10-53

FREE **FRANK H. FLEER CORPORATION.** Please send information on your American Pictorial History offer. (See ad on page 8.)

Ins. **273**

Name ..... Grade .....

Street or R.D. ..... No. Pupils .....

City ..... Zone ..... State 10-53

FREE **INTERNATIONAL CELLUCOTTON PRODUCTS CO., Educ. Dept. 1-103.** Please send me ☐ details on your film "The Story of Menstruation." Also send ..... copies YOU'RE A YOUNG LADY NOW (for girls 9-12); ..... copies VERY PERSONALLY YOURS (for older girls); ☐ Menstruation Chart; ☐ Teaching Guide.

Ins. **38**

Name ..... Grade .....

Street or R.D. .....

City ..... Zone ..... State 10-53

FREE **BINNEY & SMITH CO.** Please send CREATIVE CRAFTS WITH CRAYOLA Booklet. (Sent only to teachers.)

Ins. **262**

Name ..... Grade .....

Street or R.D. ..... No. Pupils .....

City ..... Zone ..... State 10-53

FREE **KELLOGG COMPANY, Home Economics Services.** Please send me Kellogg's **Early Bird Breakfast Game** with colorful wall poster, score folder for each pupil, prize buttons for pupils in winning team, and seal for each pupil with perfect score. There are ..... children in my class. (See Page 75.)

Ins. **125**

Name ..... School & Grade .....

School Address ..... No. Pupils .....

City ..... Zone ..... State 10-53

FREE **GOVERNMENT EMPLOYEES INSURANCE COMPANIES.** Please send me your informative new book, FUNDAMENTALS OF AUTOMOBILE INSURANCE - for the future drivers of America.

Ins. **469**

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FREE **PAN-AMERICAN BAND INSTRUMENTS, Dept. 1051.** Please send me a copy of the FREE Filmstrip Folder.

Ins. **247**

Name ..... Grade .....

Street or R.D. ..... School .....

City ..... Zone ..... State 10-53

CHRISTOPHER COLUMBUS

Broadcasts a Message . .

Ivah Green

CAN you use your imagination to picture Christopher Columbus speaking to you today as he might have spoken back in the fall of 1492? If a radio broadcast had been possible then, here is what he might have said after his discovery of America and his return to Spain.

"My countrymen and friends: This is Christopher Columbus, the Admiral of the Ocean Sea, speaking to you. I wish to give you the story of my recent voyage and of the events which led up to it. I also have a message of interest to all young people who are listening.

"I grew up at Genoa, Italy, with the sea at my very doorstep. Seafaring men were my first companions and teachers. As a small boy I vowed that one day I would sail that sea and the Atlantic Ocean to where men had never sailed before. I promised myself that no matter what happened to my plans, I would never give up.

"I besieged sailors returning from their journeyings to the Azores Islands. 'What lies beyond them?' I asked. But no one knew. Some ships, they said, had gone farther on but had never returned.

"This filled the hearts of all sailors with foreboding. 'Out there is the end of the world,' they insisted.

"But I felt I must know. I had a secret dream to find out what lay in those mysterious waters. At fourteen, I finally put out to sea.

"As I sailed around Greece, Spain, and Africa, I studied. I could use a compass. By observing the waves I could determine the speed of a moving ship. I could follow a course which I had charted. I studied maps, and I learned geography. I became a good navigator. And I kept my resolution alive by reading about the travels of Marco Polo.

"One day a new thought struck me. 'Since the earth is round, why not go west to reach the East?' It

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End your search for usable material with this excellent, original, all-new 96 page folio. Everything you need for the entire school year. It gives practical, new and stimulating **Student Activity, Creative Art Ideas, Gift Suggestions,** unusual new **Stand-Outs, Step by Step Drawings, Posters, Lettering Helps,** plus **Room Decorations:** a year's supply of **Blackboard Borders, Window Pictures, and Center of Interest Pictures.**

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The material stimulates and catches the imagination of every child and will encourage results that give the thrill of accomplishment to student and teacher . . . is adapted to all grade levels . . . correlates with other subjects.

I enclose $..... to cover above order. (Send check or money order. If C.O.D. postage cost paid by purchaser).

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ELVA STROUSE TEACHER SERVICE

P.O. Box 507, Indianapolis, Indiana

seemed to me a wise thing to do. Thus we could obtain more easily the spices and silks of India which had to be brought to the European countries by tiresome, dangerous journeys overland by caravan.

"But, being a poor man, I could not provide myself with the necessary ships and supplies. I had to find a benefactor.

"King John of Portugal had no faith in my plan. The King and Queen of Spain were interested, but their country was involved in a war. They kept me waiting for six long, weary years.

"Then one memorable day I found myself outfitted with three ships and ninety men. We set sail from Palos on August third. How long I had waited for that moment!

"Let me pass quickly over the long days at sea. They were unexciting days, for we saw nothing but water. My men gradually grew restless, and a little frightened.

"To allay their fears, I kept from them the knowledge of how far we were from Spain. 'Sailed sixty leagues,' I wrote in my journal. 'Reckoned only forty-eight leagues that the men might not be terrified if they should be long upon their voyage.' But with a second journal I kept such a careful account of that sailing that someday other ship captains will read it in many different languages.

YOUNG CHRISTOPHER

Lyda B. Brubaker

A little boy like you and me
Watched the ships sail out to sea.
"Some day a sailor I will be
And sail around the world," said he.

The people laughed, and some made fun,
And many said, "It can't be done!"
He said, "It can." Our land he found
And proved to all the earth is round.

"Days moved slowly into weeks. My sailors began telling about dreadful monsters in the deep who swallowed ships and men; of waters boiling hot where a terrible death certainly awaited us. All this time a strong trade wind was carrying us farther and farther from home.

"I tried to keep up the men's spirits with glowing tales of all the gold and treasure in store for them. With such words I enticed them to continue the trip.

"At last, however, tired, homesick for Spain, and rebellious at the long days and nights of sailing, the men threatened mutiny. While I still kept in mind my vow never to relinquish my plans, I could not continue the voyage if my men refused to carry out my commands.

"'Give me but three more days,' I pleaded. 'If we have not sighted land by that time, I will turn the ships around and sail for Spain.'

"You must believe that I had never lost faith that my journey would be successful. And as circumstances proved, my faith was justified. The very next day two sights occurred to raise our hopes that land was near—birds flew over our ships, and green branches floated near us.

"On that memorable day, October 12, we sighted land. 'Twas a most thrilling occasion, I assure you.

"Upon reaching what proved to be an island, we lowered the boats. Soon I and certain of my men reached that pleasant shore. First I knelt and gave humble thanks to God for his guidance. Next I raised the flag of Spain and announced, 'This land I call San Salvador, which I claim for Spain.'

"Now I have returned to Spain with a report for my benefactors, the King and Queen. I was received most graciously by Their Majesties, and many parties were given in my honor.

"I believe I have discovered India. I did not find as much gold as I had hoped to find, and so my men are somewhat disappointed. But we shall make a second trip soon, and this time we will reach the mainland of India. I shall meet the emperor of that country.

"I said that I had a message for my young hearers. It is this: Do not be afraid to dream mighty dreams. Be sure that you know what you desire to do with your life, and then turn all your endeavors toward accomplishing your goal. What I did, you can do. I made up my mind while young that I would never give up until I had achieved what others thought impossible. You, too, can succeed. Just hold that thought, and say as I did, 'I will never give up!'"

Announcing

FREE TEACHING AIDS FOR 1954!

Coal touches nearly every phase of daily life. As our major source of energy, it exerts a strong influence on American history and geography. As a raw material, it plays a major role in science.

For this reason, these carefully planned bituminous coal teaching aids offer fresh approaches to nearly all your classroom subjects.

BOOKLETS

1 **"The Genie Story"**—for all grades . . . tells in colorful cartoon strip form how a boy is shown the wonders of coal by a Genie.

2 **"The Bituminous Coal Story"**—for upper grades . . . illustrated in color . . . tells all about coal, its origin, history, types of mines, machinery employed, uses and future uses of coal.

3 **"Coal at Work"**—for every grade . . . a picture story of the many uses of coal in our industrial civilization.

4 **"Class Report"**—for intermediate grades . . . planned as a series of typical pupil reports about coal and its use in everyday life. An entire classroom may participate within a single class session.

CHARTS, MAPS, PLAYS

5 **"Map of the Coal Areas in the U. S. A."**—a 9" x 16" map in color showing coal areas, the reverse side listing, by states, our coal reserves and annual production.

6 **"Cutaway View of an Underground Mine"**—a 12" x 18" chart in three colors showing the workings of a modern underground mine, with descriptions of modern mining machinery.

7 **"A Miracle of Modern Chemistry"**—a color chart showing important chemical derivatives and products of bituminous coal.

8 **"The Beginnings of Coal"**—authoritative, illustrated description of coal's origin.

9 **"Old King Coal Reigns Here"**—a play for the lower grades, dramatizing coal as one of nature's greatest gifts to man.

FILMS

10 **"Powering America's Progress"**—16-mm., full-color, sound film, running time 25 mins. Shows how coal is mined and used . . . has been hailed as one of the finest industrial films ever produced.

11 **"The Magic of Coal"**—16-mm., black and white, sound, running 18 mins. Shows machines mining coal, and how coal is used.

12 **"Underground Adventure"**—16-mm., black and white, sound, running 12 mins. Follows vocational school boys through mine.

13 **Two Strip Films**—"Coal Mining: The story of Buried Sunlight"—29 brilliant full-color pictures. "Coal . . . Where We Find It and How We Mine It"—50 frames, black and white. *Obtainable at nominal cost.*

BITUMINOUS COAL INSTITUTE

A Department of National Coal Association, Southern Bldg., Washington 5, D. C.

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I am especially interested in the teaching aids numbered _____

Please send samples or information to:

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Clip each coupon individually. Coupons in this issue are on pages 100, 102, 104, 106, 108, 110, 112.

FREE **GENERAL MOTORS CORPORATION.** Please send me a copy of "The Automobile Story," as described on Page 110.

Ins. **294**

Name ..... Grade .....

Street or R.D. ..... No. Pupils .....

City ..... Zone ..... State 10-53

FREE **PROCTER & GAMBLE, Educational Dept. X.** I am interested in the Ivory Inspection Patrol, as described in your advertisement - colored 20" by 26" Wall Chart and Individual Inspection Patrol Sheets. Kindly send me sufficient material for ..... students.

Ins. **92**

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FREE **CHILDREN'S DIGEST MAGAZINE and HUMPTY DUMPTY'S MAGAZINE.** Please send me the brochure describing your Special School Plans for accredited elementary-school teachers. I understand that it also tells how I may get a **free** desk copy for myself and reduced subscription rates for my pupils.

Ins. **470**

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FREE **AMERICAN CRAYON CO.** Please send me FREE your colorful four-page ART ACTIVITY SECTION reprinted from the September INSTRUCTOR.

Ins. **222**

Name ..... Grade .....

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City ..... Zone ..... State 10-53

FREE **TEEN AGE BOOK CLUB.** Please send information and free kit of materials for plan to interest pupils **in upper elementary grades** in better reading.

Ins. **375**

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FREE **A. B. DICK COMPANY, Dept. IR-1053.** Please send me full information as checked below:
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☐ MODERN mimeographing for teachers

Ins. **332**

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FREE **SIFO COMPANY.** Please send me your free illustrated Sifo educational toy catalog, giving the recommended age and full explanation of what and how the children learn.

Ins. **248**

Name ..... Grade .....

Street or R.D. ..... School .....

City ..... Zone ..... State 10-53

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USE POSTERS

Capitalize on every minute of that "eye-wandering" time of your pupils by using INSTRUCTOR poster and bulletin-board materials—a permanent easy-to-use visual aid that all children enjoy. They'll grasp the meaning and lessons in each concise poster used before the class or placed where it will get attention. From THE INSTRUCTOR group of poster materials you'll find ideas to enliven many a classroom subject. Write for free *Catalog of Teaching Aids.*

F. A. Owen Pub. Co., Dansville, N.Y.

Coming to Our SENSES

CELIA KLOTZ

ALTHOUGH children are quick to recognize the material benefits which are theirs, and equally ready to tell of the possessions they enjoy, the world of the senses often goes unappreciated.

We had spoken frequently in my third-grade class of things that we liked, but our discussions had never been concerned with the things in our lives which all of us enjoyed through our senses. To precipitate just such a discussion and to lay a foundation for developing an awareness of themselves, I asked them to list the five senses. We talked about the senses and concluded that all of our joy in living comes to us through them. We like certain sights, the smell of something, the sound, touch, or taste of other things.

We listened as others told of what they liked, and discovered that all of us like many of the same things. We also found, however, that there were other likes few of us shared. Each child began to emerge as a personality to the other children, and they began to establish a kind of sensory kinship with those of similar taste.

At the end of our personal inventories, I suggested the children find pictures to illustrate the things they liked best. If they were unable to find suitable ones, the children could draw their own.

While we looked through magazines and gathered our pictures, an attitude developed that I had not foreseen. I had suggested that the children be on the lookout for pictures for others who might be having difficulty. One day John came to school with a picture of a man playing a violin. In an ever so tolerant voice he said, "Here's a picture for Susan. I don't know how she can like to hear that stuff, but I guess it's all right."

From John's unenthusiastic admission of tolerance, I hastened to broaden the concept of "appreciating." The children readily saw that it was the lack of "sameness" in people that made them interesting. It was often because we differed that we enjoyed each other's ideas, clothes, physical appearance, and interests.

When the pictures had been collected, we wrote short statements

(Continued on page 110)

FREE **LYONS & CARNAHAN.** Please send me complete information about The Developmental Reading Series with The Bond Plan as shown on Page 9.

Ins. **151**

Name ..... Grade .....

Street or R.D. ..... No. Pupils .....

City ..... Zone ..... State 10-53

FREE **GREYHOUND EDUCATIONAL DEPARTMENT.** Please send me ..... copies of your illustrated Study Unit "How to See America by Highway" for distribution to my students. With these reprints of our November advertisement you will receive one 8-foot full-color wall display "Wayside Wonders" to complete your transportation unit.

Ins. **93**

Name .....

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City ..... Zone ..... State 10-53

FREE **GREYSTONE CORPORATION.** Please send me a FREE copy of your new, revised Catalog of Educational Records.

Ins. **421**

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City ..... Zone ..... State 10-53

FREE **BROAD HORIZONS.** Please send me a copy of this interesting booklet describing the history, editorial policy, and publications of the Grolier Society, Inc., the world's largest publisher of sets of reference books. (Only one copy to each reader.)

Ins. **96**

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City ..... Zone ..... State 10-53

FREE **ENCYCLOPAEDIA BRITANNICA, INC.** Please send without cost your Teachers' Manual and descriptive literature on BRITANNICA JR.

Ins. **129**

Name ..... Grade .....

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City ..... Zone ..... State 10-53

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Fall is the easiest and most natural time for placing magazine orders in the school field. That's why THE INSTRUCTOR has established this service—to offer teachers the magazines that will meet all their needs on the best possible price and service basis. You will find it easy to send us ONE ORDER for ALL your magazines. No need to send any money—we'll bill you payable in thirty days.

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FREE **GENERAL MOTORS, Dept. of Public Relations.** Please send me, for myself and my pupils, ... reprints of your advertisement which appears on Page 71. Also a copy of your booklet "A to Zero of Refrigeration."

Ins. **83**

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FREE **KEYSTONE VIEW COMPANY.** Please send special information on your Handmade Lantern Slide Materials.

Ins. **307**

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Coming to Our SENSES

(Continued from page 108)

of our likes as captions for the pictures. The statements varied from "I like the sound of dry leaves blowing down the street" to the less imaginative, but no less important or valid, "I like the taste of ice cream." A child's figure dressed in a scrap of real silk cloth revealed an appreciation for color and texture.

Each picture with its caption was then mounted on construction paper, an appropriate cover was made, and the notebook of "us" was completed. The five pages truly represented each child. There were no two exactly alike. Because interest ran high, few had resorted to consciously imitating someone else.

As the project drew to a close, I realized how much I had profited from the experience. My view of the children as individuals had sharpened. They had revealed many types and degrees of sensitivity and background.

During the discussions, and in the final viewing of the notebooks, the children had acquired an understanding of themselves and of each other. They saw the world with more interest. In becoming aware of their own senses, they had become pleasantly and constructively *self*-conscious.

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These teaching aids were prepared by The Instructor Educational Service with General Motors' cooperation. Vocabulary and factual material have been carefully checked for grade level use and for conformance with state curricula. Already 225,000 of these booklets have been distributed.

If you would like to have a copy, simply fill out and mail the coupon. There is no charge or obligation.

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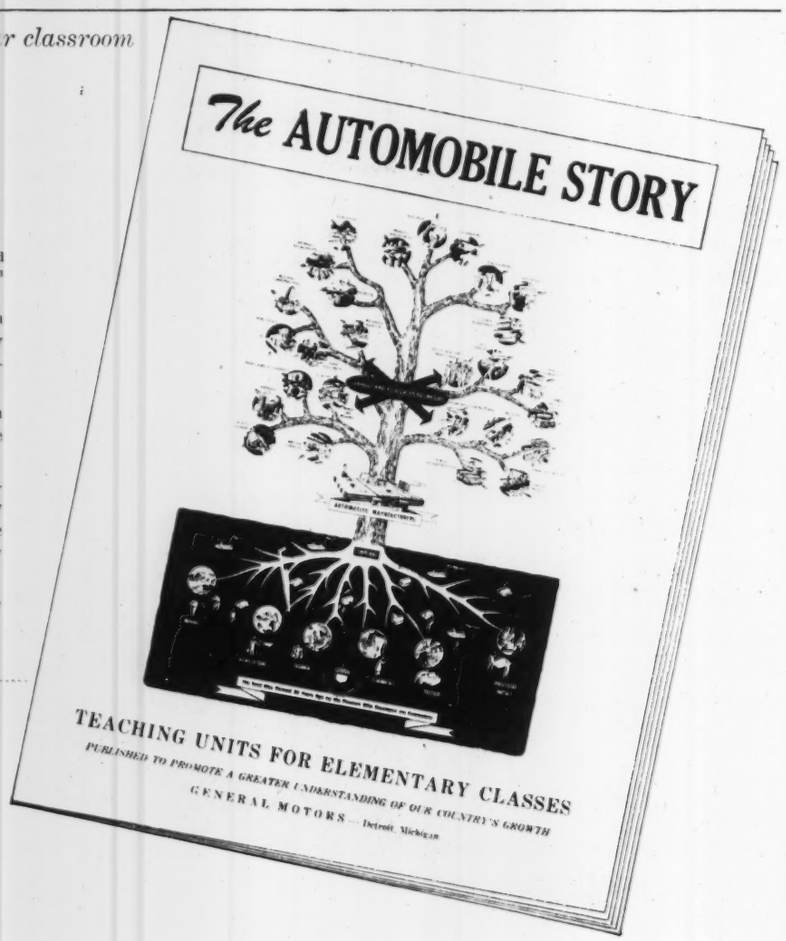

The AUTOMOBILE STORY
TEACHING UNITS FOR ELEMENTARY CLASSES
PUBLISHED TO PROMOTE A GREATER UNDERSTANDING OF OUR COUNTRY'S GROWTH
GENERAL MOTORS — Detroit, Michigan

The next time you're slated for a decoration committee you can be sure to have professional-looking streamers. The Dennison Manufacturing Company of Framingham, Mass., has added Flameproof, Fluted Streamers to their line. There are seventeen popular colors from which to choose. Each roll, 40 feet long and 2½ inches wide, retails for fifteen cents at most stationery or paper-supply stores. The fluted streamers have also proved helpful in trimming crepe-paper costumes and craft articles. What would be prettier than a fluted border for that classroom exhibit?

The Underwood Corporation, 1 Park Ave., New York 16, New York, has recently developed the Underwood Electric Duplex Carbon and Fabric Ribbon Typewriter. Top-quality typewritten work for use in photo offset, multilith, or image reproductions is assured. Although the machine is designed for use with the carbon ribbon, this feature does not interfere with its use for regular typing with a fabric ribbon. Contact your Underwood dealer for details.

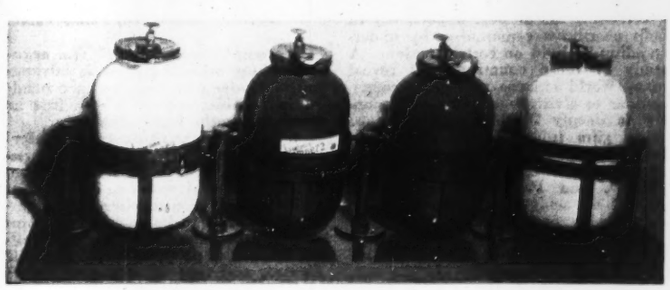
The Varispeed, a new type of motor produced by Audio-Master, allows you to play 33, 45, or 78 rpm records at the speed you desire. For more information about the 33-V unit which plays records up to 12 inches and the 52-V model which can accommodate 17-inch records, write the Audio-Master Corp., 341 Madison Ave., New York, New York. Each model has a sturdy portable case and features tone and volume controls.

Users of drawing inks will be interested in the Higgins Pen Cleaner. You simply drop the pen point or points into the straight-sided, six-ounce jar of Pen Cleaner. To remove the pen points, lift the special plastic strainer from the bottom by a small rod which rises above the liquid. The liquid drains off, eliminating any "fishing" or other inconveniences. Airbrush parts, speedball pens, and drafting instruments may be safely cleaned in Higgins Pen Cleaner. To get your jar of Pen Cleaner for personal or classroom use, inquire at most stationery or art-supply centers. The Higgins Ink Co., Inc., is also renowned for its American India Ink. Look for the Higgins label.

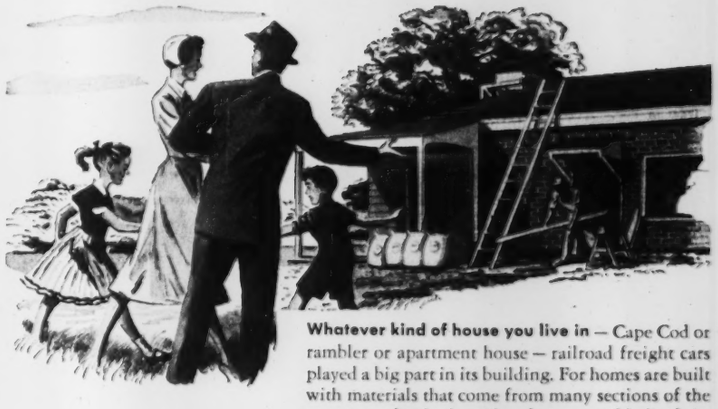
The Key and Chord Slide Rule is just the *thing* for musical enthusiasts (including yourself). Produced by the Metrochord Co., 7510 Colfax Ave., Chicago 49, Ill., the rule measures 10" x 3" x ⅛" thick. The front side deals with sharps. One window reveals the key; the second, the number of sharps; and the third, the respective positions of the primary chords. The reverse side deals with flats. The rule costs two dollars postpaid.

Classroom movies should be an aid rather than a hindrance! The "Thrifty" screen, a product of the Radiant Manufacturing Corp., 2627 W. Roosevelt Rd., Chicago 8, Ill., is easily unrolled and set up on a desk or table or hung on the wall. A single stretcher bar supports the surface. This compact and lightweight model is available in 18" x 24", 22" x 30", or 30" x 30", selling for $3.95, $4.95, and $5.95 respectively. Prices vary on the West coast.

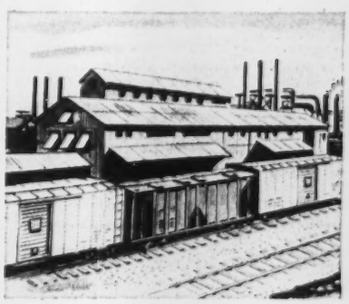
Smeared fingers, slippery paint jars, and paint waste can be greatly reduced with the Boben Paint Dispenser. The paint is mixed by rocking the jar in its holder. You need only press the lid to open each container's spout, tilt the jar, and pour. The jar is not removed from the holder so it is convenient for children to use. Not only does the Paint Dispenser save money by preventing the waste of paint, but it also provides storage place so that you can make purchases in gallon measures. Address your inquiries to Robert Rosenthal, Inc., 41 E. 8th St., New York 3, N.Y.



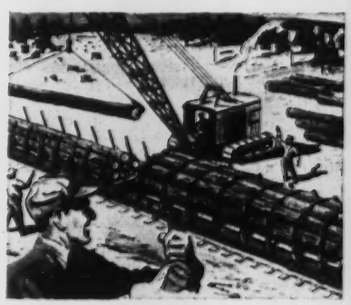
Have you ever thought of a FREIGHT TRAIN as a HOMEMAKER?



Whatever kind of house you live in — Cape Cod or rambler or apartment house — railroad freight cars played a big part in its building. For homes are built with materials that come from many sections of the country and only the railroads can possibly haul the tremendous volume needed to provide homes for an ever-growing population.

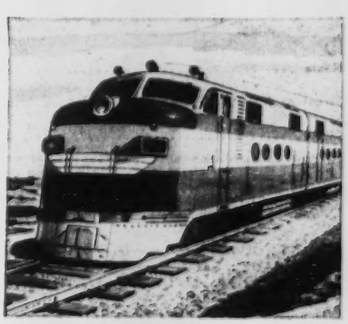


Take the cement that goes into the foundation and basement floor. In boxcars and in covered "hopper" cars, the railroads, last year, carried over 30 million tons of it from the nation's cement plants to local builders all over America.



It takes a lot of lumber to build a house. From the nation's forests the railroads haul logs to the sawmills and they carry the lumber to the builders, too. Last year they handled 500,000 carloads of logs and over 30 million tons of lumber.

Brick, sand, plasterboard, window glass, roofing, wire, plumbing materials, almost everything required to build a house — and the materials out of which they are fashioned — go by train. And almost everything to furnish and equip the home moves by rail also — furniture and fixings, chinaware and chintz, rugs, washing machines and other home appliances.



So you see that railroads have a great deal to do with making the American home what it is today. And not just homes. Railroads are a part of every farm, factory and business in the land. They carry more freight more miles than all other forms of transportation combined, and do it at a lower average charge than any other form of general transportation.

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FREE **ASSOCIATION OF AMERICAN RAILROADS.** Please send me one classroom poster and 30 related leaflets dealing with children's safety on or around railroad facilities.
Ins. **67**

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FREE **RCA VICTOR EDUCATIONAL SERVICES.** Please send me information on the new RCA Push Button Tape Recorder.
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25¢ **VERA WATERS STENCILS.** Please send beautifully illustrated catalog of 600 complete TEXTILE STENCILS 1/5 actual size. Also send basic instruction sheet and complete price list of all stencil materials. ☐ I enclose 25c to cover cost of catalog, handling and mailing.
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$1.25 **ANN MARIE'S WORKSHOP, Dept. G-10.** Please send me your ENTIRELY NEW Fall 1953 packet of art and activity material for lower grades. ☐ I enclose $1.25.
Ins. **106**

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25¢ **SCHOOL SERVICE CO.** Please send me your new booklet, "TOOLS OF TEACHING," a graded, illustrated catalog of Hectograph and Spirit (Direct Process) Workbooks, Posters, Music, Flannel Board Sets, Games and other Teaching Aids. I enclose 25c to cover handling.
Ins. **144**

Name .....
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City ..... Zone ..... State 10-53

$2. **BETTER HOMES & GARDENS, Book Dept.** Please send me, for free ten-day inspection, ☐ Better Homes & Gardens Story Book, ☐ Better Homes & Gardens Second Story Book, regular price $2.95 each. I understand that I can keep either book at the special teachers' price of only $2.00. (Offer good only in U.S.)
Ins. **382**

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10¢ **CHAMPION PUBLISHING DIVISION—153.** Please send 3-in-1 catalog and sample sheet LIQUID PROCESS workbook listed on page 111 of the Sept. issue of THE INSTRUCTOR, Book No. ..... I enclose 10c for postage and handling.
Ins. **107**

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$1. **MINNESOTA MINING & MFG. CO.** Please send postage paid your new book - "TAPE RECORDING - a New and Basic Teaching Aid in Business," containing chapters on **Teacher Training, General Principles,** and **Tapes** and **Tape Recording Equipment,** by Louis A. Leslie. Also send your booklet "Tape Recording in The Classroom." ☐ I enclose $1.00.
Ins. **239**

Name ..... Grade .....
Street or R.D. .....
City ..... Zone ..... State 10-53

Dear Miss Owen:
I attended summer school and received a free reprint of your Audio-Visual Supplement. How can I get more of these for the teachers in my school?
Sylvia Lipsky, *Massachusetts*

You can't! We have reprinted and reprinted that supplement until the plates are worn out! You will just have to pass your supplement around and wait for the next one.

★

Dear Miss Owen:
I would like to take exception to the article in your June issue, "Hawaii the 49th state?" . . . .
I am positive that if everyone in this country had a chance to vote on the matter, Hawaii would never become a state. Does this country belong to the people or doesn't it?
Alice Quay, *Texas*

Take it easy, Alice. The country does belong to the people, but in our form of government we do not settle national questions by referendum. Congress has already decided not to act on the Hawaii issue this year.

★

Dear Miss Owen:
Even though, like every good West Coaster, I think there is no place like my native state, I was so impressed with Pauline Chadwell's article, "My Native New England," in the May *Instructor* that I decided to travel East with two friends. We flew to Chicago and then to New York. We went on an extended tour of New England, spending several weeks at Cape Cod.
We are grateful for Mrs. Chadwell's article, and that is high praise coming from the West.
Loretta N. Wagner, *Washington*

Strange as it may seem, every part of our country has its charms!

★

Dear Miss Owen:
Is there any possibility that *The Instructor* might become a weekly magazine? Nice fresh copies on our desk every Monday morning would certainly be wonderful! If *Life* can do it, why not *The Instructor?*
Pat Rissiota, *Illinois*

A wonderful idea, Pat—and as soon as our circulation equals half of *Life*'s we will certainly consider the matter seriously.

★

Dear Miss Owen:
I feel impelled to answer the teacher who is "burned up" because he must teach the geography of countries behind the iron curtain. That teacher is overlooking his greatest opportunity to help overthrow communism by understanding its hold on certain nations. A study of these countries will reveal many world citizens and great contributions to civilization. Our own country is deeply indebted for many of these gifts in the fields of science, medicine, music, and literature. Names such as Marie Curie, Dvorak, Molnar, Conrad, and Paderewski are but a few whose achievements can never be confined to one country. Should we disregard the work of these great people because their home countries are now Russian satellites? On the contrary, I believe this recognition will lead our children to a greater understanding of our country and the interdependence of the nations of the world.
A very little study will show that only a minority of the people in these satellites embrace communism, but that those few rung down the iron curtain which hides them from freedom. This then should be our strongest argument in teaching our children that only through enlightenment and understanding can we preserve our freedom and help push back the forces of communism in other parts of the world.
Our children learn a great deal from our attitudes as well as from our utterances. Feeling as he does, our "burned up" colleague can hardly avoid teaching prejudice and bias instead of good will and understanding.
Margaret M. Holden, *New York*

Fortunately for our growing-up citizens, I believe that many teachers think as you do, Margaret. "Knowledge is power" and surely our future strength will depend on men and women who are well informed.

★

Dear Miss Owen:
In our educational workshop this summer we had an extended discussion on classroom textbooks. The three points discussed were: Should the school provide the books, should the children be required to buy them, or should the children pay a yearly rental fee? I am interested in knowing procedures in other states and what your personal opinion is on this matter.
Anna C. Cutaire, *Virginia*

There are reasonable points for all three policies but the most logical one seems to be for the school to provide the books. After all, they are basic equipment just as much as desks and blackboards. The chief arguments for a rental program are additional revenue and the fact that children are encouraged to take better care of the books. But this puts an unfair burden on a large family.
We have already sent Miss Cutaire a list of those practices that we know about. If you have any information to contribute to her study we should be glad to forward it to her.

★

Dear Miss Owen:
Our school district still differentiates in salaries between elementary- and high-school teachers. The argument is that this is necessary to attract men to the high-school field. I am a working mother. My husband was lost in World War II and I have the responsibility of three children. I have a master's degree and am thoroughly interested in my work. Do you think it is right that I should receive less salary than a teacher with similar preparation in the high school?
Olive C. Rasmussen, *Pennsylvania*

We emphatically don't! The argument your school district is advancing is a poor one, for men are needed in the elementary school just as much as in the high school.
We are firmly against any differentiation in salary between elementary- and high-school teachers, between men and women, or between white and colored teachers. The only four points to be considered when setting up a salary schedule are quality of work, preparation, length of service, and type of duties.

HOW TO PREPARE BETTER Visual Aids in HALF the time!

Flo-master is news! Exciting news! Thousands of letters have been received from teachers praising this new "miracle" pen with the *felt* tip. And at Teachers' Conventions the Flo-master booth is the center of attraction.

The Flo-master turns out flash cards, posters, maps, charts and scores of other visual aids in a fraction of the time formerly required. It does many other jobs too! In fact there are more than 100 uses* for the Flo-master in schools. It writes on anything—leather, wood, metal, all grades of paper—even on the blackboard.

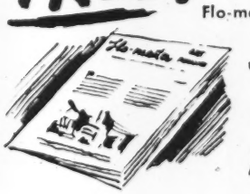
It works like a fountain pen. No messing with brushes, paints, crayons—no dipping of pens or brushes into ink bottles, no cleaning up afterwards.

Thin lines or broad lines—up to ⅜ in. wide (with 4 sizes of interchangeable felt tips)—heavy or light—the flow of ink valve-controlled with the pressure of your fingers. Flo-master Inks—in eight colors—are instant-drying, waterproof, smudge-proof. Available at stationers or school supply houses.

SO EASY TO FILL...

Simply fill the Flo-master as you would a cigarette lighter. No mess, no fuss, no bother. No rubber sack—no "eye-dropper".

FREE!



Flo-master School Bulletin illustrates scores of ways teachers are using the Flo-master in schoolroom instruction and activities. Write for your copy to Cushman & Denison Mfg. Co., Dept. 23, 153 West 23rd St., New York 11, N. Y.

*A FEW USES OF THE FLO-MASTER

POSTERS

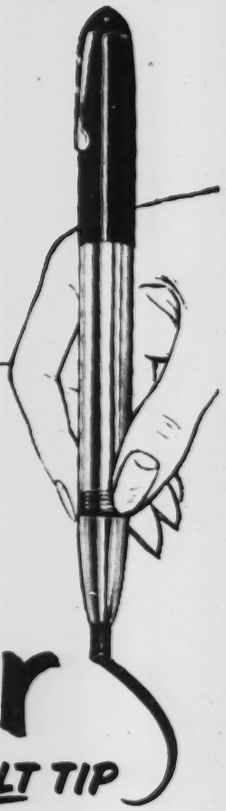
DECORATING

CHARTS

1	ONE	
2	TWO	
3	THREE	

FLASH CARDS

8×7=



Flo-master

The "Miracle" Pen with the FELT TIP

A PROGRAM IN 4 WEEKS—3 PART MUSIC IN FIRST LESSON

THE HARMONY BAND

NEW - ORGAN PIPES - NEW

ONLY 4 PIPES TO MASTER | ONLY 3 PIPES TO MASTER

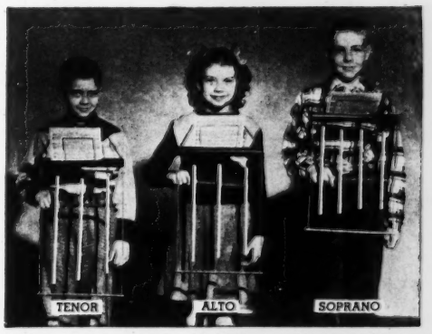
The Organ Pipes, as their name implies, produce the beautiful tone of a reed organ. To blow these pipes, one merely has to breathe into them, for no playing skill is necessary. Each pipe is hand tuned and is absolutely true in pitch. Numbers printed above the notes tell the players which pipe to blow into.

FLUTES AND HARMONY PIPES

ONLY 3 KEYS TO MASTER | ONLY 3 PIPES TO MASTER

Children love these attractive little instruments. The Soprano Child Flute, with its three padded keys, is the simplest instrument of its type ever designed. Numbers printed above the notes tell the flute players which of the keys they are to press. Numbers are also printed above the Harmony Pipe parts which tell the players which pipe they are to blow into. No. 1, for instance, always refers to the longest pipe, No. 2 to the middle pipe and No. 3 to the shortest pipe. An attractive desk music stand is provided with each instrument.

CHIMES



ONLY 3 CHIMES TO MASTER | ONLY 4 CHIMES TO MASTER

Everyone is surprised at the lovely tone produced by these aluminum chimes. No particular skill is required for the playing of these instruments for numbers are printed above the notes which tell the players which chime they are to strike. As shown in the illustration, the music can be placed right upon the instrument. Each of the chime instruments can be played with the child in sitting or standing position. When the child is in sitting position, he merely removes the neck strap and sets the instrument upon his desk.

"WONDERFUL" SAY TEACHERS

Teachers and parents alike are amazed at the results which children are achieving on these instruments. Following are just a few of the many enthusiastic reports received. (Letters are on file.)

- Your instruments are wonderful. My Harmony Band receives much praise. Parents and others wonder that children can play as they do.
- The children just love them. The instruments provide the best stimulus for note-reading that I have ever found.
- We are thrilled over the new Harmony Band and like it better than our Rhythm Band.
- The class is delighted with our Harmony Band and so are the parents! Even the children in the class who are rather "slow" have an instrument they can master. It is a real pleasure to see their faces light up when band time comes.

FREE TO TEACHERS

A piano accompaniment booklet, complete with teaching instructions, is provided free of charge to teachers on all INITIAL orders.

YOUR CHOICE

You may have a Harmony Band with any one of the three types of instruments shown, or you may combine them as you wish. You may have a band with as few as three players or as many as a hundred. Inasmuch as the soprano instrument usually plays the melody, it is advisable to have a few more soprano players than alto and tenor. A reasonable balance, however, is all that is required. You will be surprised to see how easily your students will play three-part music from the first lesson on.

FOR YOUR CHRISTMAS PROGRAM

"THE CHRISTMAS BOOK"

A fine collection of familiar Christmas songs arranged in four part harmony for Symphonet-Harmony Band. The Symphonet plays the melody part and the Harmony Band instruments play the lower three harmony parts. Although it is desirable that the Symphonet or some other 'C' instrument such as the violin or flute play the melody part, these songs may be played by Harmony Band instruments alone if a piano is used to accompany the band, for the piano may also be used to play the melody. A special 'Bb, Eb, Bass Clef' melody part is available, which makes it possible to add any band or orchestra instrument to the Harmony Band. Start preparing for your Christmas program by ordering this book now.

THIS COUPON WORTH..... 50c

on all orders of $3.00 or more.

(This offer applies only to teachers, supervisors and school officials and is limited to one to a customer.)

FREE A music desk stand and BOOKS I and II of the "1-2-3 Harmony Band Method" are provided FREE OF CHARGE with each instrument purchased.

WE PAY THE POSTAGE

HANDY-FOLIO MUSIC CO.
2821 North 9th St., Milwaukee 6, Wis.

.....Soprano Child Flutes	@ $1.00 each	$.....
.....Alto Harmony Pipes	@ $1.00 each	$.....
.....Tenor Harmony Pipes	@ $1.00 each	$.....
.....Soprano Organ Pipes	@ $1.25 each	$.....
.....Alto Organ Pipes	@ $1.25 each	$.....
.....Tenor Organ Pipes	@ $1.25 each	$.....
.....Soprano Chimes	@ $1.75 each	$.....
.....Alto Chimes	@ $1.75 each	$.....
.....Tenor Chimes	@ $1.75 each	$.....
.....Two-Octave Symphonet sets	@ $1.50 each	$.....
THE CHRISTMAS BOOK:		
.....Symphonet and Harmony Band Part	@ $ .25	$.....
.....B flat, E flat, Bass Clef Part	@ $ .25	$.....
.....Piano Accompaniment Part	@ $ .25	$.....
	Total	$.....
	Less 50c coupon deduction	$.....
	I enclose	$.....

Name.....

Address.....

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For The Older Children
THE TWO-OCTAVE SYMPHONET

The use of the Symphonet with the Harmony Band is optional. Whenever the band includes children from the fourth grade or up, however, the Symphonet makes a welcome addition. (Although the Symphonet can be learned by primary grade children, the progress is much faster if the child is at least in the third or fourth grade.) Because of the two octave range of the Symphonet, it can be used to play any of the three parts. In fact, a Harmony Band can be had of SYMPHONETS ONLY by dividing the players on the three parts. When used with the other instruments, the Symphonet usually plays the soprano part.

ALL THIS FOR $1.50

Each set consists of:

- The De Luxe Model Symphonet
- The attachable music holder
- Cloth carrying bag
- A desk music stand
- Both Harmony-Band instruction books
- The "Number or Note Symphonet Method"
- Books I and II of the "Sing or Play Symphonet Method."

(The latter two Symphonet books are included to prepare the Symphonet players for the four-part "Advanced Course" for Symphonet-Harmony Band which is now available. Additional information on this course will be sent on request.)

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